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THE UNIVERSITY OF ALBERTA

POLICIES AND PRACTICES USED IN PREPARING FORMAL EVALUATIONS OF TEACHERS IN ALBERTA

by

MICHAEL JOHN REIKIE

(C)

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled POLICIES AND PRACTICES USED IN PREPARING FORMAL EVALUATIONS OF TEACHERS IN ALBERTA submitted by MICHAEL JOHN REIKIE in partial fulfilment of the requirements for the degree of Master of Education.

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ABSTRACT

This study described some of the policies and practices used in preparing formal evaluations of teachers in Alberta. In particular, the study examined the following aspects:

1. the categories of teachers evaluated and the frequency of their evaluation;

2. the personnel involved in formally evaluating teachers;

3. the formalized procedures and criteria used in formally evaluating teachers;

4. the uses made of the evaluations; and

5. the opinions of the respondents regarding contemplated changes in the existing practices.

This study used information gathered by questionnaires from superintendents of school systems in Alberta. With one exception, all school jurisdictions were represented in the responses received. A descriptive analysis of the data was therefore employed. Overall percentage frequency distributions were determined, and comparisons were made of the policies and practices in school jurisdictions of different types and sizes.

The data showed many differences among the practices of the different types and sizes of jurisdictions. Some of the major overall findings of the study were as follows:

1. tenured teachers were rarely and sometimes never evaluated, and probationary teachers were usually evaluated only once a year;

2. although superintendents were often extensively involved

in performing formal teacher evaluations, they would prefer to involve other personnel, particularly school principals, to a greater extent than at present;

3. (a) standard evaluation forms were possessed by many systems but were often not used by all evaluators;

(b) formal evaluation appeal procedures were not present in numerous jurisdictions, but when they were present they commonly included discussing the matter with the superintendent or evaluator and/or requesting a reevaluation;

(c) the most frequently emphasized evaluation criteria were almost exclusively of a process or presage nature;

4. formal evaluations were used most frequently as a basis for recommending permanent certification and awarding permanent contracts. They were also commonly used as a basis for dismissals, and less frequently, as a basis for promotion; and

5. most superintendents were not contemplating making any changes in their formal evaluation practices.

Overall, there were few school systems with clearly structured evaluation policies and practices. Numerous jurisdictions appeared to have no policies regarding many facets of teacher evaluations. Among the jurisdictions there was a wide variety of practices. Few practices were found to be consistent across Alberta.

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CHAPTER 1

STATEMENT OF THE PROBLEM AND ITS SIGNIFICANCE

An essential factor affecting all teaching careers is the evaluation of teacher performance. Almost all teachers have at some time been formally evaluated by another educator. The results of such evaluations significantly affect the future occupational opportunities of the teacher. With evaluations bearing such influence, their importance demands that they be given considerable attention. Indeed, researchers have devoted a good deal of attention to this area, as is indicated by the abundance of literature dealing with this topic.

In the related literature, evaluation is approached from numerous perspectives. Researchers such as Johnson (1976), Rosencranz and Biddle (1964), and Bolton (1973) seem largely concerned with describing and defining the roles and purposes of the personnel and processes connected with teacher evaluations. Other researchers (e.g., Flanders, 1970; Rosenshine, 1970; Popham, 1973) have devoted a good deal of their research to studying the different types of evaluation forms (e.g., rating scales, checklists) to determine which provide an evaluator with the relevant information in a manner that can easily be translated. Still others (e.g., Mitzel, 1960; Ingils, 1970; Hickcox and Rooney, 1976) concentrate more on delineating exactly what general and specific criteria can provide a descriptive and consistent assessment of teacher performances. A further grouping of educational researchers is concerned about who is best qualified to perform teacher evaluations (e.g., Moss, 1971; Jones,

1972; Eastridge, 1976). Although students, fellow staff members, administrators, and certain trained specialists are all closely associated with teachers, which group is in the best position to perform an accurate and comprehensive evaluation?

Those approaches mentioned above and others may provide information which is beneficial to the performance of teacher evaluations. However, a crucial consideration has too often been neglected -- what are the present practices which are used for evaluating teachers? Some research has been done on this, but often it has been performed by graduate students whose efforts usually gain relatively little attention as compared to the works of more renowned researchers. A great need exists for a proportionately larger volume of research of an empirically descriptive nature. Often the existence of this supporting evidence seems to be assumed without actual investigations having been made. Simply drawing from one's personal perceptions of a situation does not provide a very solid foundation for further research or the development of viable proposals.

Perhaps more progress can be made in the area of teacher evaluations by critically examining the present practices, than by continuing to propose new practices based on personal impressions which have little empirical supporting evidence. Teacher evaluation is important to those being evaluated, to those evaluating, and also to society at large. It does seem worthy of careful attention, but extensive observations should precede the development of proposals.

THE PROBLEM

The purpose of this study was to investigate the policies and practices used in preparing formal evaluations of teachers in Alberta. The particular aims were as follows:

1. to determine what categories of teachers are formally evaluated;

2. to describe the existing policies regarding the frequency of formal teacher evaluations;

3. to determine what categories of personnel perform formal teacher evaluations;

4. to determine what categories of personnel are preferred to perform formal teacher evaluations;

5. to determine the existence of certain formalized procedures affecting the evaluation practices;

6. to ascertain the actual uses made of formal teacher evaluations;

7. to determine what factors or criteria are considered most important by evaluators when they are formally evaluating teachers; and

8. to determine whether changes are being contemplated in the existing formal evaluation practices; and if so, what they are.

In addition to the above specific aims, variations among jurisdictions of different types and sizes were noted and considered in the analysis.

Justification of the Study

This study was justified on these grounds:

1. it provides an analysis of the existing evaluation policies and practices as perceived by superintendents, for those others, such as teachers and other superintendents, who have a personal concern about them. Comparisons of these policies and practices were considered to have benefit;

2. it provides an analysis of the present and preferred evaluators thereby enabling those affected and those responsible to accept or reject the preferences;

3. it allows the role expectations of the evaluation participants to be clarified;

4. it provides an analysis of the consistencies and inconsistencies of the practices across Alberta; and

5. it focuses attention on an area of educational concern. Certain aspects of the information provided should be known by, and may be of interest to, teachers, administrators, school boards, departments of education, professional organizations, and the public at large.

This study may serve to clarify the present situation so that decisions about future directions may be considered in the light of knowledge that it provides.

Many changes in education have come to pass in the last 10 years which have either directly or indirectly affected aspects of teacher evaluation. A major legislated change was the Alberta School Act of 1970. In addition to formally structured changes which have

been introduced, social trends have contributed to the present situation in education. A few of the changes which have come to pass in recent years are:

1. the local appointment of superintendents;
2. the existence of a surplus of teachers;
3. a teaching force which is more highly educated than in the past;
4. an upsurge in teacher militancy concerned with teachers' rights as professionals;
5. an increased emphasis being placed upon formative evaluations;
6. a public demand for accountability and for educators to "get back to the basics"; and
7. an increased awareness by educators of the necessity for the application of the principles of natural justice in making employment decisions.

These examples and others may serve to illustrate that the situation surrounding teacher evaluations is different now from that existing at any previous time. Consequently, teacher evaluation policies and practices probably are different from those pertaining earlier. The purpose of this study was to describe a number of the features regarding the policies and practices of teacher evaluation in Alberta.

METHODOLOGY

The information was gathered by questionnaire from all of the school system superintendents employed in Alberta (with one exception). It was assumed that because the prime responsibility for teacher evaluations rested with the local jurisdictions, super-

intendents (as the chief executive officers of the jurisdictions) would be in positions of awareness regarding their local policies and practices.

An overall description of some of the policies and practices existing throughout Alberta was sought. This study was intended to be descriptive in nature and this was reflected in the analytic techniques employed. No implied relationships or proposals for improvement were intentionally included in any of the questions asked on the questionnaire.

The general importance of the study lies in its attempt to determine the existing policies and practices used in preparing formal evaluations of teachers in Alberta, so that a shared awareness of them may be gained by both practioners and researchers with an interest in this area of study. Becoming aware of what is happening seems to be a logical first step before attempts are made to improve a situation.

DEFINITION OF TERMS

Certain terms used extensively in the study have more than one possible meaning. To avoid misinterpretation or confusion of the intent of certain terms, selected definitions have been included.

Policies

"Policies" in this study refers to planned courses of action which affect operational procedures and decision-making activities. These are the guidelines set down to determine the limits of accepted practice.

Practices

"Practices" describes the actual activities carried out in the performance of a task, whether or not that activity is limited by a definite policy or set of regulations.

Formal Evaluation

For the purpose of this study a "formal evaluation" means that a written report, leading to a recommendation or a rating, is submitted to the central office of a school system.

Teachers

"Teachers" refers to all those personnel employed by a school system to instruct students in a school, and who possess a valid teacher's certificate. A functional definition and related role expectations are discussed further in Chapter 2.

Type of Jurisdiction

"Type of jurisdiction" is used to differentiate among school systems on the basis of whether they are classified as school divisions, counties, public school districts, or separate school districts.

Size of Jurisdiction

"Size of jurisdiction" was determined on the basis of the number of teachers employed in a school system. All school systems were grouped into six size categories:

- those systems employing 5 to 99 teachers;
- those systems employing 100 to 191 teachers;
- those systems employing 204 to 297 teachers;

- those systems employing 406 to 620 teachers;
- those systems employing 1075 to 1623 teachers; and
- those systems employing 3885 to 4303 teachers.

CHAPTER 2

LITERATURE REVIEW

The literature written on the many aspects of teacher evaluation has been extensive. This area of investigation is one where continual updating and overviewing is common practice. Domas and Tiedman (1950) and more recently Lamb and Swick (1975) have made attempts to draw together samplings of the wealth of papers written on the evaluation of teachers. Far from attempting to be totally comprehensive, however, these authors have succeeded in gathering exemplary papers which represent the general directions that research has taken in this field.

Although the focus of this study was on describing a few of the present policies and practices regarding the evaluation of teachers in Alberta, a broader perspective to the topic being investigated is presented. The content of this chapter therefore includes a sampling of some of the more recent literature which has been produced representing a wide range of viewpoints on teacher evaluation. By broadly covering the relevant literature, the intention is to permit a clear image to develop of the position this study takes in the set of the various types of research done on teacher evaluation.

WHAT IS A TEACHER? -- WHAT IS TEACHING?

In order to evaluate a teacher, it would logically be necessary to define what a teacher is and what good teaching involves. Up to the present time most literature has assumed some clear image of what this

person is and what his or her activities should entail. Strangely, however, those who have addressed themselves to this concern do not appear to have arrived at a functional, comprehensive definition.

Very generally, Krasno (1972) stated that a teacher is a facilitator of learning. Mosher and Purpel (1972:6) felt that a teacher "is someone who deliberately tries to persuade someone else to change his thinking or behavior in a specific direction." The inadequacies of both of these definitions have been recognized by their own authors. Krasno noted later that good teaching cannot be defined, and Mosher and Purpel admitted that it is difficult to identify what teaching is. Without knowing what teaching is, it would seem to be an almost impossible task to specifically define what a teacher is. Johnson (1976) is only one of many who have recognized this difficulty and realized its implications.

The absence of agreement with respect to a definition for the person or the process makes the task of evaluation very difficult. Despite these problems, many people are employed as teachers and their role adequacy is a concern of others. Thus, whether or not we know what a teacher is or does, he or she is in fact evaluated.

THE EVALUATION OF TEACHER COMPETENCE

Teacher evaluation has been investigated and described by many researchers. Whitworth (1968:124), for example, states that ". . . evaluation consists of adding value judgments to observations, ratings, and test results covering some one situation." MacKay (1971:16) notes that "Evaluation of teaching as defined here relates

systematic observation of teacher performance to a set of decisions. . . ." Howsam (1973:13) summarizes by asserting that "Evaluation is a procedure that involves judgment." From these examples there is evidence of some agreement as to the nature of the process; however, to understand evaluation some conception of competence must exist.

Phillips (1968:17) refers to competence as "one or more abilities of a teacher to produce agreed-upon educational effects." These effects are not bound to certain consistent teacher activities, but rather seem to be very situation-dependent. A definition of teacher competence proposed by Rosencranz and Biddle (1964:241) is ". . . the ability of a teacher to behave in specified ways within a social situation in order to produce empirically demonstrated effects approved by those in the environment in which he functions." From this definition it is apparent that teacher competence is not only situation-dependent, but is also subjectively determined. Although competence must be determined to facilitate evaluation, researchers are encountering difficulties in their search for specific characteristics of competence which are consistent from situation to situation.

PURPOSES OF EVALUATION

The rationale behind the evaluation of teachers, according to Brown et al. (1965), is that parents expect their children to be well prepared to meet with success in college or work as a result of the education they receive at school. This expectation implies that those responsible for educating the children may be held accountable

to the children's parents or the public at large. Beggs and Lewis (1975) feel that this accountability is necessary and that it requires that teachers be evaluated.

Through evaluation, teachers can be rated and judged according to their effectiveness. Such ratings may serve to guide teacher activities into channels which are considered appropriate for meeting the needs of the clients. These needs are often determined by the evaluators' interpretations of society's wants or demands.

The purposes of evaluation have been devised and discussed by a number of researchers. Lawton, Musella, and Palmer (1973) derived 11 purposes of evaluation; Brown et al. (1965) noted five purposes; McNally (1972) spoke of two main purposes and five sub-purposes; Bolton (1973) referred to seven purposes; and Jones (1972) found two purposes. Discussions of the purposes of evaluations vary a great deal in the terminology used and the intentions of the authors, but they often share certain general concerns. Patterson (1974) found that two fundamental purposes of evaluation seem to underlie most of the others; namely, establishing teacher competency and improving a teacher's instructional performance.

Society pays the salaries of the educators and in return expects optimal education for their children. As long as teachers so directly affect society's future members, concern for the effectiveness of their teaching will be prevalent and teachers will be held accountable for this. The fact that there is little agreement as to what an effective teacher is has not lessened the need or demand for

teachers to be effective (Jones, 1972), and effectiveness can only be determined through some form of evaluation.

TYPES OF EVALUATION

There are many means by which teachers can be evaluated. A wide variety of different types of evaluation forms presently exists. Flanders (1970) advocates using video-recordings and categorical forms for evaluating teaching performance. Rating scales are preferred by Benton (1972), who has differentiated them into five sub-types: forced-choice ratings, order-of-merit ratings, graphic scales, critical-incident systems, and comparative performance standards. Other researchers (e.g., Emmer, 1972; Gottman and Chasen, 1972) prefer open-ended forms or check-list types of forms. Still others, such as Rosenshine (1970), Marks et al. (1971), and Grant (1974), have recognized some weaknesses of particular types of forms and have proposed that teacher assessments be based on various combinations of these different forms.

Many of these researchers explained at length the strengths of their preferred type of evaluation form and the weaknesses of others. The weaknesses of their own preferences are often completely ignored or overlooked. In closely examining the variety of forms available, Popham (1973) and Roth (1975) have concluded that every one of these evaluation techniques has some significant and distinctive flaws. To date they have found no type of evaluation form which they feel is perfect, or even anywhere near it.

Types of evaluation can also be differentiated on the basis

of how the evaluation is to be used. Two types discussed by Wittrock and Wiley (1970) and by Cooley and Lohnes (1976) are formative and summative. A formative evaluation is performed with the intention of assisting a teacher in improving his or her performance. A summative evaluation culminates in a final report which is used as a basis for judgmentally rating the teacher.

Descriptive and prescriptive evaluations, as they are noted by Wick and Beggs (1971), can be distinguished on the basis of the evaluator's approach and the intended usage to be made of the teacher assessment. While the descriptive evaluation implies an objective account by the evaluator, the prescriptive implies the diagnosing of teacher effectiveness and the advising of more appropriate methodologies.

Of special interest to Corwin (1965) has been distinguishing between formal and informal evaluations. Both types of evaluation can very directly affect the ultimate assessment of a teacher, yet only the formal evaluation is normally accompanied by a formal written report.

The present trends in research emphasize the virtues of formative evaluations over summative, descriptive rather than prescriptive evaluations, and the recognition of the informal considerations in formal evaluations. Less subjective, helping assistance seems to be the nature of the preferred types of evaluation according to current research literature.

EVALUATION CRITERIA

As evidenced in the previous section, a number of techniques and types of evaluation have been investigated. In addition, the criteria used in evaluating teachers and teaching performance must be considered.

In 1915, the major criteria were felt to be discipline, instructional skill, cooperation with administrators, and loyalty to the profession (Boyce, 1915). Although these generalized criteria are difficult to define specifically, Davis (1964) found that even in the 1960's, evaluation forms still commonly emphasized criteria which were just as general. Evaluation forms during the 1960's commonly referred to aspects such as personal qualities and relationships, professional background, instructional skills, classroom management, and community relationships. Davis (1964) felt that since the turn of the century, the teachers have been evaluated much more than the teaching. Her position is supported by Withall and Lewis (1963) who contend that teacher failure, i.e., the obtaining of an unsatisfactory formal evaluation, has more often been a result of personal characteristics than anything else.

More recently, Drumheller (1974) cites research evidence which indicates that the difference between an effective and an ineffective teacher seems to rest almost solely upon two characteristics: the effectiveness of instructional techniques and the effectiveness of management skills. Other characteristics which he notes as carrying some influence are subject competence, education, understanding of the role of the school, self-concept, sophistication of learning

concepts, and certain personal characteristics.

In 1976 Hickcox and Rooney performed a study which compiled the criteria used most often in teacher evaluations. Although the wording differed slightly, there was a very definite overlap between these criteria and those noted by Drumheller (1974). Hickcox and Rooney (1976) found the seven most commonly used criteria to be techniques of instruction, teacher-pupil relations, planning and preparation, classroom climate, subject matter competency, professional growth, and teacher-staff relations.

One of the few consistencies of evaluation criteria studies has come about as a result of the landmark work of Mitzel (1960). To facilitate easier classification of criteria for the purpose of discussing teacher evalaution emphasis, he devised three categories:

1. presage criteria -- these are all of the personal and professional qualifications brought to the job by a teacher. They are thought to be potentially related to the attainment of educational goals.

2. process criteria -- these include aspects of teacher behavior and the activities performed in the educational setting.

3. product criteria -- these include those criteria pertaining to measurable outcomes of the educational process. Further, these are the criteria which measure the changes in the behavior of students partly as a result of what was taught.

Mitzel's categories are commonly used to discuss and compare the emphases made in teacher evaluations. Ingils (1970), for example, found that rating scale forms in the United States tended to emphasize presage and process criteria. Turner (1970) contended that good

teaching should be judged primarily by its outcomes (Mitzel's product criteria). The earlier work of Ellena et al. (1961) supports this contention. From the research mentioned above of Boyce (1915), Davis (1964), and Hickcox and Rooney (1976), presage criteria were given some emphasis in each study, and process criteria were found to be gaining more attention as time progressed. Medley (1973) argues that evaluation may be based solely on process criteria without considering either presage or product criteria.

What the bulk of the research seems to indicate is that certain trends in the usage of evaluation criteria have taken place. To summarize which criteria have been used, which are presently being used, and which should be used (according to current research), the following may be noted:

1. presage criteria -- have been used extensively in the past, are presently used less often, and many feel should only be used minimally;

2. process criteria -- have been used very little in the past, are presently used extensively, and should be used extensively;

3. product criteria -- have rarely been used in the past, are only in limited use now, and many feel should be the most extensively used.

WHO EVALUATES?

McKenna (1973:23) states that "Performance evaluation, particularly, is threatening to those who are being evaluated, and it is often an onerous task for those designated to carry it out as well." There has always existed some tension on both the part of the

evaluator and the evaluatee. Traditionally the responsibility for evaluating teachers has rested with administrators, but this practice is now being questioned. "Who evaluates" is an important consideration according to Bolton (1973). He reasons that "who evaluates" will affect "what is evaluated" and the bias of the evaluator's personal perspective will be reflected in the resulting assessment.

The position of the principal as a teacher evaluator was debated in concurrent articles by Enns (1965) and Bargen (1965). Enns contended that the administrator-staff relationship, and therefore the effectiveness of the school administrator, was detrimentally affected by the evaluative role of the principal. Bargen, on the other hand, argued that the evaluation of staff was an essential responsibility of such a line position as that of the principal.

In actual practice, Deighton (1971) found that many administrators avoid dismissing teachers on the basis of the evaluations they perform because they fear community objection; they feel that they have an obligation to teachers nearing retirement; they feel that perceived inadequacy is insufficient grounds; and/or they feel that replacements may be difficult to find, although the last objection is only valid in some rare instances at the present time.

Such objections by administrators may be common, but they are not the only personnel capable of evaluating teachers. Other logical possibilities include colleagues, self, and students. Each of these possibilities was considered by Moss (1971) and each was found to have certain strengths and weaknesses due to the subjective perspectives of each group. Of these candidates, however, he felt that students

were in a better position to evaluate teachers than any other group.

Eastridge (1976) noted that in a large study done in New England in 1956 it was found that teachers preferred their evaluators to be, in rank order, principals (66 percent), subject-area supervisors (48.2 percent), superintendents (46.6 percent), other teachers (15.7 percent), themselves (14.2 percent), and lastly, students (14.1 percent). After testing each of these possibilities Eastridge concluded that student evaluations of teachers were the most accurate. This agreed with the study results of Oldham (1974), Hyre and Rich (1975), and Barsalou et al. (1974). In fact, upon a close examination of the reliability and validity aspects of student evaluations of teachers, Eagle (1975) found only very limited variance due to course level, sex of the student, class size, and experience of the teacher.

Although the shortcomings of using administrators as teacher-evaluators are indicated by current research, it still seems to be the practice in most school systems. Evidence supporting student evaluations of teachers abounds in the literature, but in practice many are still doubtful about its accuracy.

An alternative to any of those mentioned thus far has been proposed by Jones (1972). Recognizing the limitations of any one source of evaluation, he suggests that three evaluations of the teacher be used before a final rating of effectiveness or adequacy is made. The principal, the teacher, and the teacher's students should all assess the teacher and then the principal can compile all of their results, recognizing and compensating for the weaknesses of each perspective.

POLICIES AND PRACTICES

Up to this point, several considerations related to teacher evaluations have been discussed. The purpose of this section is to describe the policies and practices which exist or have existed in some school systems.

Policies

Positional titles in education vary from province to province in Canada, but general organizational responsibilities and the duties assigned these positions bear a strong resemblance throughout the country (Stewart, 1972). The policies affecting teacher evaluations are also quite similar, thus descriptive studies done in one province often seem to yield like results in other provinces.

As Alberta was the location of this study some mention of its specific organization and policy structure is in order. On the school district level the highest professional position is that of the superintendent of schools. With respect to teacher evaluation, the Alberta Education Regional Office Policy Statement (1976:7) clearly states: "Prime responsibility for evaluation of teachers rests with the local jurisdiction." As the chief executive officer and/or chief educational officer of the local jurisdiction, the responsibility for the evaluation of teachers therefore lies with the superintendent. No specific mention is made in Department of Education publications of further policies affecting who, how, how often, or on what basis teachers are to be evaluated.

By comparison there has been considerable activity regarding

teacher evaluation practices in the United States. Until 1971 the situation in the United States was much the same as in Canada, but then changes occurred. A public outcry for teacher accountability brought about the Stull Bill in California. When this bill was passed in 1971, among other things it required all teachers to be evaluated on a regular basis and according to certain defensible criteria. (See Popham, 1971.) This action was soon followed by similar bills which were passed in other states. Berger (1974) discusses these changes and a few of their implications. Because of the situational similarities between the former policies of the United States and the existing policies of Canada, comparable bills may soon be considered by Canadian politicians.

Practices

Although much literature exists on teacher evaluations, descriptive studies on teacher evaluation practices are scarce. Empirical data are essential if a description of a certain region's practices is to be given any credence.

One large-scale Canadian study on teacher evaluation practices in Ontario was described by Lawton et al. (1973). The information gathered from this study concerned evaluation responsibility, evaluation frequency, evaluation reporting procedures, and evaluation criteria. Generally, the larger groupings of responses indicated that:

(a) teachers are usually evaluated by superintendents or principals;

(b) probationary teachers are usually evaluated once a year or more;

(c) tenured teachers are rarely evaluated unless "the need arises";

(d) the evaluation reports are usually signed by the evaluated teacher and often he or she is permitted to retain a copy;

(e) all criteria tended to be general in nature, similar to those discussed in the previous section.

Two similar studies, which looked descriptively at teacher evaluation practices, were conducted in the United States during the 1960's by the National Education Association (1965; 1969). Both of these studies presented the empirical data gathered from more than 200 school systems. The sources of the data included administrators, teachers, and students. Practices were described and opinions obtained. The questions asked and the responses received resembled those gathered in the Canadian study. Surprisingly few differences in the overall practices were indicated.

PROBLEMS WITH THE PRACTICES

The problems with the presently existing practices are many and varied, as the literature frequently points out. This section does not present all of the weaknesses purported to exist in our practices, but is intended to present a representative sample of a few of those problems encountered in the area of teacher evaluation.

Perhaps the most basic problem relates back to the absence of an agreed upon definition of "good teacher." Worth (1961) illustrated this problem in a demonstration conducted at an administrators'

conference. He found that when a group of superintendents and principals were requested to evaluate a certain teacher's performance (as it was viewed on a video tape), their assessments of the teacher's performance ranged from poor to excellent. In Worth's own words: "Clearly, the raters were not guided by any common definition of good teaching or theory of learning." Byrne (1962) agrees with Worth's conclusion, which is further supported by the work of Thompson (1975) and Hickcox and Rooney (1976). Teachers must know what behaviors are expected of them and these behaviors must agree with those the evaluators are seeking. This is to say, something must be defined before it can be evaluated.

The "halo" effect, self-fulfilling prophecy, and subjective bias are all closely related and pose a problem for any evaluator. Byrne (1962), Wick and Beggs (1971), and Hayman and Napier (1975) all address this problem. In almost any situation an evaluator's subjective perspective will influence what he or she perceives and the judgments he or she makes. It is a problem for which none of these authors offers a solution, but these and other researchers wish to minimize its effect by recognizing it and by using compensating techniques.

As noted earlier, Enns (1965) was troubled by the role conflict of a principal-evaluator. Blumberg (1974) supports the same position and deals with it at some length. He uncompromisingly feels that the evaluative role is at odds with the open, supportive, trusting, helping relationship that an administrator must have with his or her staff. If this relationship is to exist between a principal and the teachers, then the teachers must be able to admit weaknesses and seek help. But

as Wiles and Lovell (1975) point out, for a teacher to admit weaknesses decreases the possibility of a good rating when the time comes for an evaluation. Because of this, Wiles and Lovell feel that rating teachers can serve as a deterrent to the improvement of instruction.

A previously mentioned problem is worthy of reemphasis at this time. There has not as yet been developed any one type of evaluation or evaluation form which is without flaws. It must be very difficult to justify the rating of a teacher which has been based on one of these evaluation instruments when researchers such as Benton (1972), Popham (1973), and Shavelson and Dempsey-Atwood (1976) have found them all to be inaccurate, inappropriate, or inadequate.

Almost any type of evaluation requires an observation of the teacher's performance in the classroom. This presumably necessary activity is the cause of another problem which is psychological in nature. Zajonc (1965), Cottrell et al. (1968), and Porter et al. (1975) have examined the effects that the presence of others has on the performance of an individual. They have conclusively determined that if the observer(s) have an evaluative function then the individual being observed has a high level of anxiety. This stressful situation can detrimentally affect performance.

The last problems to be mentioned here are ones which arise following the evaluation of a teacher. If an assessment rates a teacher as poor, what is done about it? If the evaluation was formative, then help can be made available to the teacher; but if it was a summative evaluation, then a decision must be made by the evaluator. Lucio and MacNeil (1969) noted six commonly used possibilities, none of which

was the dismissal of the teacher. Dismissals may encounter complications and thus administrators often avoid this plan of action by employing some of the tactics discussed by Lucio and McNeil. This is a problem because it implies the condoning of incompetence, which lowers the standards of the profession, and ignores a major purpose of teacher evaluations.

When a teacher is evaluated as being unsatisfactory and he or she feels that the evaluation is not just, what can be done about it? Lawton et al. (1973) found that channels of appeal were available to teachers in this predicament in many Ontario school systems. The problem is that a number of systems were found which still do not have any policies concerning such teacher appeals. Very little or nothing could be done by teachers in such instances.

NEEDS AND PROPOSALS

Researchers have detected the need to improve the existing teacher evaluation situation and have responded with a multitude of proposals. Bolton (1973) provides an extensive overview of the current research findings and discusses many considerations and possibilities for selecting future directions. At this time, and in this document, only a few of the more recent proposals will be noted.

Rosenshine (1970) defined three general needs in the field of teacher evaluations:

1. greater specification of the desired teaching strategies to be used;

2. the development of observational instruments which better

describe classroom interactions;

3. more research into the relationship between classroom events and student outcome measures.

Concern over who evaluates teachers was a topic of discussion earlier. One current trend in research favors involving students in the process, but, because this has not gained popular acceptance in practice, perhaps Kerins (1973) has a more acceptable suggestion. He contends that if administrators are still felt to be the most appropriate evaluators and if they find the resulting role conflict to be a problem, then perhaps external administrators should be used as evaluators. Formative evaluations could be performed by personnel from within the school, and summative evaluations could be done by personnel from outside the school.

Spivey (1976) argues for the abolition of all evaluators other than the teacher concerned. As a professional, the teacher is reasoned to be responsible enough to evaluate him or herself. The one condition is that he or she sets objectives which are to be shared with the school's administration. The extent of achievement of these objectives, however, should be determined by the teacher personally and by no one else. Spivey is not alone when it comes to the idea of establishing course objectives. Since early in the 1960's, the setting of course objectives has been discussed. A teacher in cooperation with his or her administrator-evaluator may establish objectives towards which he or she can strive, and for which he or she is to be evaluated. This setting of objectives, whether it is a cooperative venture (Byrne, 1965; Wiles and Lovell, 1975) or whether it is done solely by

by the administrator-evaluator (Walter, 1975; Keegan, 1975), has some very definite advantages. Such a procedure not only requires a course to be carefully organized, but it makes the teacher aware of the basis on which he or she is to be evaluated. He or she has a clear definition of his or her responsibilities and must strive to achieve them.

A deficiency made apparent in many descriptive studies is the infrequency of evaluations in some systems, particularly of tenured teachers. Corwin (1970) sees an obvious need for increasing the frequency of both formative and summative teacher evaluations. By this simple process he believes stress may become less of a factor, the administration may be made more aware of the capabilities and needs of the staff, and the teachers may become more aware of their limitations and thus attend to their self-improvement more astutely.

Representative behaviors of the teacher being evaluated must be observed by the evaluator. Therefore, certain considerations should be made, according to Ellman (1976). Many evaluators seem to forget the complex circumstances which affect classroom operations. Ellman is quick to offer a list of considerations to make (e.g., observing a wide range of classes and activities, and avoiding evaluations on atypical days) when an evaluator is observing a classroom in operation.

The improvement of teacher evaluation practices is restricted by the lack of descriptive research on the practices as they exist in the field. Graduate students such as Moore (1966), Rogers (1970), and Volk (1972) have performed studies examining field practices, but these studies seem to gain relatively little attention in comparison to the abundance of literature on evaluation. A large portion of

this literature on teacher evaluation does not provide any concrete evidence of the authors' investigation of actual field practices. These authors often appear to be drawing from personal perceptions of the situation and then using logic as their base for discussing procedural possibilities. To assume an awareness of the practices provides a very inadequate foundation from which improved procedures can be postulated. Only after investigating what is actually being done in the field can a researcher legitimately begin to analyze the effectiveness of presently used procedures and possibly make proposals for future practices. What are desperately needed at the present time are more descriptive studies of field practices and less "presume and propose" literature. What "is" going on must be clearly established before proposals as to what "should be" going on are formulated.

Far from being comprehensive, the needs and proposals discussed here are only a small fraction of the total. The essential point to be made here is that if evaluation is necessary, and it seems to be, then despite the inadequacy of our present knowledge, the people responsible for evaluations must consider carefully the situation and attempt to limit the room for errors. By considering the weaknesses of the present systems and noting the proposals for improvement, refined evaluations with increased accuracy are more likely.

SUMMARY

In the area of teacher evaluation very little is known or agreed upon. It has not yet been decided what a good teacher or what good teaching is, and thus researchers find it difficult to agree

upon how to assess it. The public demands that the standards of teaching remain high which causes evaluation to become more than a simple requirement, but a necessity. Nothing approaching a consensus has been reached in the literature regarding who, how, or on what criteria teachers should be evaluated. This situation has led to teacher evaluation becoming something of an obstacle course of considerations and possibilities through which almost any path can be followed because they are nearly all equally defensible or equally indefensible.

CHAPTER 3

RESEARCH DESIGN

The research instrument was devised in consultation with the graduate students and staff of the Department of Educational Administration, The University of Alberta. The instrument was pilot-tested with school system superintendents who were on study leave at this university and personnel employed by Alberta Education. Appropriate revisions were then made. The instrument was designed to obtain the perceptions of practicing school system superintendents regarding the policies and practices used in preparing formal evaluations of teachers within their respective jurisdictions.

Superintendents were selected because according to the Alberta Education Regional Offices Policy Statement (1976:7), "Prime responsibility for evaluation of teachers rests with the local jurisdiction." As the chief executive officer of the local school jurisdiction, the superintendent was considered to be the person in the position holding this "prime responsibility" for teacher evaluations.

RESEARCH INSTRUMENT

The research instrument used was a seven-page questionnaire. (See Appendix B.) In addition to some questions about general school system information, a large number of questions dealt with actual formal teacher evalaution practices. The responses requested in

the questionnaire included the "Yes" or "No" type, the rating-scale type, and the open-ended type. Most questions were about the actual policies and practices, but some personal opinions were also requested.

More specifically, the first page of the questionnaire requested general school jurisdiction information. For example, the type of jurisdiction and the number of teachers employed by it were among the questions asked. This particular information was used to determine differences between the practices of large systems employing large numbers of teachers and small systems with few teachers. Differences among school divisions, counties, separate districts, and public districts were also noted. In addition to this information, the number of schools in each jurisdiction and the grade levels served by these schools were requested. The final question in this section of the questionnaire asked about the length of experience which each respondent had as a superintendent.

Most of the questionnaire (Pages 2 to 6) was designed to elicit information of a primarily descriptive nature regarding the actual procedure followed in formally evaluating teachers. To clarify the intended meaning of formal evaluation, a definition was presented at the beginning of this section. The sole item in this section which did not ask only for information which might assist in describing the situation in the jurisdiction was Question 2 on Page 2. Part of this question requested that the responding superintendents select their personally preferred practices as they relate to the involvement of different personnel in formally evaluating teachers. All other questions in this section pertained only to the actual policies and practices in each jurisdiction.

The last section of the questionnaire (Page 7) asked the superintendents to share their opinions about teacher evaluation policies and practices. Superintendents were asked whether they were contemplating making changes in their formal evaluation practices, and if so, what changes they had in mind. Some other opinions were also sought in this section.

The research instrument was designed to collect data from the school jurisdictions in Alberta regarding their formal teacher evaluation policies and practices. This information was compiled and comparisons were made among the different types and sizes of jurisdictions.

DATA COLLECTION PROCEDURES

Approval to conduct the study was obtained from both the Council of Alberta School Superintendents (CASS) and Alberta Education. In November 1976 a covering letter and a copy of the study questionnaire were mailed to each school system employing a superintendent. (See Appendix A.) Upon receipt of a completed questionnaire, a letter of thanks was mailed. (See Appendix A.) Those superintendents who were slow in returning the completed questionnaires were sent reminder letters. (See Appendix A.) Those who were very slow in returning a completed questionnaire were sent further reminders and in some instances were telephoned to see if any problems had been encountered in completing the questionnaire.

In Alberta, some superintendents are employed by more than one school jurisdiction. These superintendents were sent a number of

copies of the questionnaire, one for each of their jurisdictions. A special letter was also included. The letter explained that if their jurisdictions operated as one unit and thus shared the same policies and practices, then only one copy of the questionnaire needed to be completed and returned. As a result, some superintendents completed and returned a number of separate questionnaires, while other superintendents completed and returned only one questionnaire. When only one questionnaire was completed and returned then the information included in it was dealt with as if it applied to only one system.

Several questions were not answered by certain superintendents. When the unanswered questions were on the same page as some completed questions, nothing was done to get an explanation from the superintendent responsible. The exceptions were when system data questions were incomplete or when a whole page of the questionnaire appeared to be overlooked. In such instances, notes were sent back to the superintendents involved, along with a copy of the uncompleted page. By such a process almost all questionnaire questions were completed by the superintendents.

By February 1977, 114 questionnaires, out of a total possible of 115 questionnaires, had been returned. All Alberta jurisdictions employing a superintendent were represented in the data collected, with the single exception of Fort McMurray Public School District.

The nature of certain questions asked was such that answers could consist of no response, one response, or more than one response. Therefore, the total number of responses to some questions was not always equal to 114.

TREATMENT OF THE DATA

All quantified data were transferred to computer data cards. The data analysis included the frequency and the percentage frequency distributions of the responses and also a categorization of these distributions by type of jurisdiction and by size of jurisdiction. The four types of jurisdictions were school division, county, separate district, and public district. Size was decided on the basis of the number of teachers employed in each jurisdiction. Six size categories, ranging from 5-99 teachers to 3,885-4,303 teachers, were used.

Most open-ended questions were dealt with individually. Responses to these questions were coded manually and compiled to illustrate the overall frequency distributions. In most instances the responses were rank-ordered and only the most frequent responses were included in the report. The responses provided to some open-ended questions did not contribute any significant information to that gathered from other, more easily interpreted questions, and therefore these responses were not included in the analysis.

This study was designed to describe some existing policies and practices used in preparing formal evaluations of teachers throughout Alberta. Because 99 percent of the total superintendent population responded, the study was classed as descriptive. Therefore, only descriptive statistics were employed in analyzing the data: inferential statistics were not appropriate.

ASSUMPTIONS

The following assumptions were made:

1. the documents, reports, articles, and other printed materials consulted in the study contained correct information;

2. the superintendents were fully aware of all formal evaluation procedures being used within their jurisdiction(s);

3. the superintendents' responses cited in the study were made in good faith;

4. the questions asked of the superintendents were not interpreted ambiguously; and

5. the data received from the questionnaires accurately reflected the beliefs and opinions of the respondents.

LIMITATIONS

1. The study was limited by the accuracy of the superintendents' perceptions of formal teacher evaluation policies and practices.

2. The study data reflected the policies and practices only as they existed between November 1976 and February 1977 in Alberta.

SUMMARY

This descriptive study used information gathered by questionnaires which were completed by the superintendents employed by school jurisdictions within Alberta. It was designed to determine what policies and practices were presently being used in preparing formal teacher evaluations. Out of a total possible return of 115 questionnaires, 114 were returned. Overall percentage frequency distributions

were determined as well as comparative distributions of the policies and practices in school jurisdictions of different types and sizes.

CHAPTER 4

RESULTS AND COMPARATIVE ANALYSIS

In this chapter the superintendents' perceptions of the policies and practices used in preparing formal evaluations of teachers employed within their school jurisdictions are presented and compared. Some general jurisdiction descriptions which are initially presented are later used as the basis for comparing the jurisdictions.

SYSTEM DATA

Jurisdiction Types and Sizes

Of the 114 completed and returned questionnaires, 30 were from school divisions, 30 from counties, 29 from separate school districts, and 25 from public school districts. The collective questionnaire responses represented the perceptions of all of the school superintendents employed by Alberta school jurisdictions, with the exception of one public school district superintendent.

The number of teachers employed by each school system ranged from 5 to 4303, with a mean of 198 and a median of 94. To facilitate some comparisons, the school jurisdictions were grouped into six categories according to the number of teachers employed. Sixty jurisdictions employed 5 to 99 teachers; thirty-seven employed 100 to 191 teachers; ten employed 204 to 297 teachers; three employed 406 to 620 teachers; two employed 1075 to 1623 teachers; and two employed 3885 to 4303 teachers.

Distribution of Schools

The number of schools and the grade levels taught in them were obtained. The totals were compiled and cross-classified by type of school and type of jurisdiction as shown in Table 1. Type of school was determined on the basis of the grade levels taught.

Overall distribution. A total of 1148 schools were the responsibility of the responding superintendents. Seventy-seven percent of the schools taught at least some elementary grades. Only 22 percent of the schools taught grades at the senior high level.

Distribution by type of jurisdiction. Counties operated the largest number of schools in the province, namely, 337. School divisions operated 296 schools; public school districts operated 294 schools; and separate school districts operated the smallest number of schools with only 221.

The percentage distribution of types of schools in different types of jurisdictions was quite diverse. While a higher percentage of schools operated by separate school districts were elementary than for any other type of jurisdiction, a higher percentage of schools operated by the public school districts were junior and senior high schools than for any other type of jurisdiction. Sixty-nine percent of all school division schools and 66 percent of all county schools taught multiple grade levels. More than 60 percent of all public and separate district schools taught at only one grade level (elementary, junior high, or senior high). Fifteen percent of all schools operated by the counties taught all grade levels (elementary, junior, and senior high).

Table 1

Percentage Frequency of Occurrence of Schools Having Different Grade Levels in Different Types of Jurisdictions

	Type of Jurisdiction				
Type of School	School Divisions (N=30)	Counties (N=30)	Separate Districts (N=29)	Public Districts (N=25)	Overall (N=114)
Elementary	22[a]	27	50	43	34
Junior high	4	4	6	23	9
Senior high	5	4	5	12	6
Elementary-junior high	47	39	31	19	34
Elementary-senior high	14	15	5	1	9
Junior-senior high	8	12	4	2	7
Number of schools	296	337	221	294	1148

[a]This means that 22 percent of schools in school divisions are elementary.

Superintendents' Experience

No presently employed superintendent in the Province of Alberta has been employed for longer than 20 years as the superintendent of his present system, or for longer than 24 years total for all systems. The mean number of years of experience for superintendents was 5 with their present system and 6 years overall as a superintendent. The largest number of superintendents had 6 years experience with both their present system as well as with all systems which employed them. Table 2 shows that less than half of the superintendents have been superintendents for longer than 5 years. Further, only 5 percent of all presently employed superintendents have been with their present system for longer than 10 years.

PROCEDURES FOLLOWED IN FORMAL EVALUATIONS

"'A formal evaluation' means that a written report, leading to a recommendation or a rating, is submitted to the central office of the school system." This definition was included in the original questionnaire. (See Appendix B.)

Categories of Teachers Formally Evaluated Each Year

Superintendents were asked what categories of teachers were formally evaluated each year in their jurisdictions. The results are presented in Table 3 and Table 4.

Overall distribution. The response distribution in Table 3 shows that in 83 percent of all jurisdictions "Teachers new to the system" were formally evaluated each year. In 6 percent of the jurisdictions, "All teachers" were formally evaluated each year, while

Table 2

Number of Years of Experience as Superintendent of Schools

Number of Years as Superintendent	With This System (N=114)	With Any System (N=114)
1 year	9%	7%
2- 5 years	59%	45%
6-10 years	27%	37%
11-20 years	5%	10%
More than 20 years	0%	1%

Table 3

Categories of Teachers Formally Evaluated Each Year in Different Types of Jurisdictions

Teacher Categories	Percentage of Jurisdiction Responses				
	School Divisions (N=30)	Counties (N=30)	Separate Districts (N=29)	Public Districts (N=25)	Overall (N=114)
All teachers	7[a]	3	10	4	6
Most teachers	10	7	3	4	6
Teachers new to the system	83	80	79	92	83
First-year teachers	73	70	76	76	74
No teachers	0	10	0	4	4
Others	47	57	48	36	47

[a]This means that 7 percent of school divisions formally evaluate all teachers in the jurisdiction every year.

Table 4

Categories of Teachers Formally Evaluated Each Year in Jurisdictions Grouped by Numbers of Teachers

Teacher Categories	Percentage of Jurisdiction Responses						
	5-99 tchrs. (N=60[a])	100-191 tchrs. (N=37)	204-297 tchrs. (N=10)	406-620 tchrs. (N=3)	1075-1623 tchrs. (N=2)	3885-4303 tchrs. (N=2)	Overall (N=114)
All teachers	10[b]	3	0	0	0	0	6
Most teachers	7	8	0	0	0	0	6
Teachers new to system	82	81	100	67	100	100	83
First-year teachers	65	81	100	67	100	50	74
No teachers	2	3	0	33	0	0	4
Others	37	62	40	67	100	50	47

[a]This means that 60 jurisdictions employ between 5 and 99 teachers.

[b]This means that 10 percent of jurisdictions with 5-99 teachers formally evaluate all teachers every year.

in 4 percent of the jurisdictions "No teachers" were formally evaluated. "Most teachers" were evaluated in 6 percent of the jurisdictions and "First-year teachers" were evaluated in 74 percent of the jurisdictions. The range of responses specifying which "Others" were formally evaluated each year was very diverse. A few examples of the "Others" which were evaluated were teachers retiring, teachers leaving the system, teachers transferring within the system, teachers encountering problems, and some specified portion of all teachers.

Distribution by type of jurisdiction. Further examination of Table 3 revealed that the categories of teachers formally evaluated varied from one type of jurisdiction to another. Three to 10 percent of all types of jurisdictions evaluated "All teachers" every year. The greatest frequency was in separate school districts. Evaluating "Most teachers" every year was also uncommon, but this was the practice in 3 to 10 percent of all types of jurisdictions with the greatest frequency occurring in school divisions. "Teachers new to the system" and "First-year teachers" were formally evaluated in a large percentage (70 to 92 percent) of all types of jurisdictions. In 92 percent of all public school districts "Teachers new to the system" were evaluated each year, as compared with a range of 79 to 83 percent for the other types of jurisdictions. No school divisions or separate school districts stated that "No teachers" were formally evaluated, but 10 percent of the counties and 4 percent of the public school districts replied in this way.

Distribution by size of jurisdiction. Table 4 showed that only a few of the smaller districts evaluated "All teachers" or

"Most teachers." No jurisdictions employing 204 or more teachers had this practice. No relationship between size of jurisdiction and practices used in evaluating "Teachers new to the system" or "First-year teachers" was apparent. These categories of teachers were commonly evaluated every year in all sizes of jurisdictions. Very few systems formally evaluated "No teachers," but those jurisdictions which did state this were small in size.

Extent of Actual Involvement of Categories of Personnel in Formal Evaluations of Teachers

Overall distribution. The actual extent of involvement of different categories of personnel in evaluating teachers is specified in Table 5. Ninety-six percent of the superintendents were involved in formally evaluating teachers. More specifically, 77 percent responded that they were "Always" or "Frequently" involved in formally evaluating teachers. Involvement of other central office personnel in the system and area superintendents was difficult to judge because most small systems apparently did not have such positions in their jurisdictions. The actual involvement of school principals, vice-principals and/or department heads, and other teachers diminished as hierarchical level decreased. Sixty-nine percent of the jurisdictions stated that school principals were involved, while only four percent of the jurisdictions stated that other teachers had any involvement.

With respect to the personnel from outside of the local school system, involvement in evaluating teachers was very rarely even rated as "Frequent." Although Department of Education central office personnel were involved in 30 percent of the jurisdictions and regional office personnel were involved in 55 percent of the jurisdictions,

Table 5

Present and Preferred Involvement of Personnel in Formally Evaluating Teachers (N=114)

Category of staff performing formal evaluation of teachers	Present Practice						Preferred Practice					
	% Always	% Frequently	% Occasionally	% Seldom	% Never	% No Response	% Always	% Frequently	% Occasionally	% Seldom	% Never	% No Response
Superintendent	58	19	13	6	3	1	40	37	13	7	1	3
Other central office personnel in school system	9	23	8	7	30	24	11	35	9	4	17	25
Area superintendent	3	1	1	1	18	76	1	4	4	2	13	77
School principal	25	11	17	16	27	4	31	38	12	5	9	5
Vice-principal and/or school department heads	3	5	15	13	51	13	4	11	32	16	24	15
Other teachers	0	0	1	3	85	11	0	3	16	17	56	11
Department of Education central office personnel	0	0	12	18	60	10	1	0	21	30	39	11
Department of Education regional office personnel	0	1	18	36	38	7	1	1	32	38	23	6
Others	0	0	4	4	60	32	0	0	13	13	42	32

neither had very extensive involvement in any system. The "Others" category included such people as university personnel, but no "Others" had extensive involvement anywhere.

Distribution by type of jurisdiction. Few apparent differences in personnel involvement are illustrated in Table 6 that were not already obvious in Table 5. Although "extensive" involvement ("Always" or "Frequently" categories) is still most often realized only by superintendents in many jurisdictions, other central office personnel were seen to play an important role in 50 percent of the counties. Only 7 percent of the separate school districts noted that other central office personnel had a high level of involvement in formally evaluating teachers. School principals were extensively involved in a greater percentage of public school districts and school divisions than in counties or separate school districts. The range was from 56 percent of the public school districts down to 23 percent of the counties. The same rank order of involvement in different types of jurisdictions by vice-principals and/or department heads existed. Vice-principals and/or department heads were extensively involved in only 12 percent of the public school districts and in 3 percent of the counties.

Distribution by size of jurisdiction. Perhaps the most noticeable new relationship illustrated in Table 7 was the extent of the superintendents' involvement in formally evaluating teachers. Superintendents were seen to be "Always" or "Frequently" involved in 86 percent of the smallest jurisdictions (5-191 teachers), but in only 38 percent of the medium-sized jurisdictions (204-520 teachers), and

Table 6

Present Practices regarding the Personnel Involved in Formally Evaluating Teachers in Different Types of Jurisdictions

Categories of Personnel Performing Formal Evaluations of Teachers	Percentage of Jurisdictions Stating This To Be Their Present Practice											
	Always or Frequently				Occasionally or Seldom				Never or No Response			
	Sch. Div. (N=30)	Counties (N=30)	Sep. Dist. (N=29)	Pub. Dist. (N=25)	Sch. Div. (N=30)	Counties (N=30)	Sep. Dist. (N=29)	Pub. Dist. (N=25)	Sch. Div. (N=30)	Counties (N=30)	Sep. Dist. (N=29)	Pub. Dist. (N=25)
Superintendent	80[a]	83	72	72	20	13	28	16	0	3	0	12
Other central office personnel in school system	37	50	7	32	17	17	10	16	47	33	83	52
Area superintendent	7	3	3	0	0	3	0	4	93	93	97	96
School principal	43	23	24	56	37	40	28	24	20	37	48	20
Vice-principal and/or school department heads	10	3	7	12	23	30	17	44	66	67	76	44
Other teachers	0	0	0	0	7	3	3	0	93	97	97	100
Department of Education central office personnel	0	0	0	0	37	27	17	44	63	73	83	56
Department of Education regional office personnel	3	0	0	0	57	60	45	56	40	40	55	44
Others	0	0	0	0	13	0	10	12	87	100	90	88

[a] This means that in 80 percent of school divisions, superintendents "always" or "frequently" formally evaluate teachers.

Table 7

Present Practices regarding the Personnel Involved in Formally Evaluating Teachers in Jurisdictions Grouped by Numbers of Teachers

Categories of Personnel Performing Formal Evaluations of Teachers	Percentage of Jurisdictions Stating This To Be Their Present Practice								
	Always or Frequently			Occasionally or Seldom			Never or No Response		
	5-191 tchrs. (N=97)	204-620 tchrs. (N=13)	1075-4303 tchrs. (N=4)	5-191 tchrs. (N=97)	204-620 tchrs. (N=13)	1075-4303 tchrs. (N=4)	5-191 tchrs. (N=97)	204-620 tchrs. (N=13)	1075-4303 tchrs. (N=4)
Superintendent	86[a]	38	0	13	46	75	1	15	25
Other central office personnel in school system	25	69	75	14	15	25	61	15	0
Area superintendent	1	15	25	1	0	25	98	85	50
School principal	32	46	100	32	46	0	36	8	0
Vice-principal and/or school department heads	6	8	50	27	38	25	67	54	25
Other teachers	0	0	0	3	0	25	97	100	75
Department of Education central office personnel	0	0	0	30	31	50	70	69	50
Department of Education regional office personnel	1	0	0	56	46	50	43	54	50
Others	0	0	0	8	15	0	92	85	100

[a] This means that in 86 percent of jurisdictions with 5-191 teachers, the superintendent "always" or "frequently" formally evaluates teachers.

in none of the largest jurisdictions (1075-4303 teachers) were they as involved. While the involvement of the superintendents became less in the larger jurisdictions, however, the involvement of all other personnel within the system became greater. Each of the four of the largest jurisdictions specified that school principals were "Always" or "Frequently" involved in formal teacher evaluations. The involvement of other personnel within the system was not so commonly this extensive but was always more frequent in the large jurisdictions than in the smaller ones.

Department of Education central and regional office personnel had "Occasional" or "Seldom" involvement in a large percentage of all sizes of systems. This level of involvement ranged from a low of 30 to a high of 56 percent of the responding systems. They were "Frequently" involved in only one small system.

Extent of Preferred Involvement of Categories of Personnel in Formal Evaluations of Teachers

Overall distribution. Table 5 also shows the preferred involvement of personnel in formally evaluating teachers. Ninety-six percent of the superintendents preferred to remain involved ("Seldom" to "Always"). Fifty-nine percent of the responses indicated a preference for the involvement ("Seldom" to "Always") of other central office personnel. Eighty-six percent preferred that school principals were involved; 63 percent preferred that vice-principals and/or department heads were involved; and 36 percent wished that other teachers were involved.

More than 50 percent of the responses noted a preference for involving personnel who were from outside of their local jurisdiction

but in the employ of the Department of Education. Fifty-two percent preferred Department of Education central office personnel, and 72 percent preferred regional office personnel.

Distribution by type of jurisdiction. The preferred practices in different types of jurisdiction were noted in Table 8. "Always" or "Frequent" involvement by the system superintendent was preferred in 76 or 77 percent of all types of jurisdictions. A much larger percentage of the counties (73 percent) preferred a high level of involvement by other central office personnel than was preferred by most other types of jurisdictions (less than 45 percent).

The only personnel at the school level who were preferred to have extensive involvement in evaluating teachers in a large percentage of any types of jurisdiction were principals. They were preferred to "Always" or "Frequently" take part in 70 to 72 percent of the counties, public school districts, and school divisions. Only 59 percent of the separate school districts maintained this preference.

No wide range of differences occurred in the preferred involvement of the personnel from outside of the jurisdiction among the different types of jurisdictions.

Distribution by size of jurisdiction. Table 9 indicates a preference for "Always" or "Frequent" involvement by superintendents in many more small systems than larger ones. Eighty-four percent of the smallest jurisdictions stated this preference; 46 percent of the medium-sized jurisdictions stated the same; and none of the largest jurisdictions stated this preference. Other central office

Table 8

Preferred Practices regarding the Personnel Involved in Formally Evaluating Teachers in Different Types of Jurisdictions

Categories of Personnel Preferred to Perform Formal Evaluations of Teachers	Percentage of Jurisdictions Stating This To Be Their Preferred Practice											
	Always or Frequently				Occasionally or Seldom				Never or No Response			
	Sch. Div. (N=30)	Counties (N=30)	Sep. Dist. (N=29)	Pub. Dist. (N=25)	Sch. Div. (N=30)	Counties (N=30)	Sep. Dist. (N=29)	Pub. Dist. (N=25)	Sch. Div. (N=30)	Counties (N=30)	Sep. Dist. (N=29)	Pub. Dist. (N=25)
Superintendent	77[a]	77	76	76	23	23	17	16	0	0	7	8
Other central office personnel in school system	43	73	24	40	17	13	3	16	40	13	72	44
Area superintendent	10	7	0	0	3	10	0	8	87	83	100	92
School principal	73	70	59	72	27	17	10	16	0	13	31	12
Vice-principal and/or school department heads	13	13	14	16	60	50	21	60	27	37	66	24
Other teachers	0	3	3	4	30	37	34	20	70	60	62	76
Department of Education central office personnel	0	0	3	0	47	53	48	52	53	47	48	48
Department of Education regional office personnel	3	0	3	0	70	77	66	64	27	23	31	36
Others	0	0	0	0	47	20	17	20	53	80	83	80

[a] This means that in 77 percent of school divisions, superintendents would prefer to "always" or "frequently" formally evaluate teachers.

Table 9

Preferred Practices regarding the Personnel Involved in Formally Evaluating Teachers in Jurisdictions Grouped by Numbers of Teachers

Categories of Personnel Preferred to Perform Formal Evaluations of Teachers	Percentage of Jurisdictions Stating This To Be Their Preferred Practice								
	Always or Frequently			Occasionally or Seldom			Never or No Response		
	5-191 tchrs. (N=97)	204-620 tchrs. (N=13)	1075-4303 tchrs. (N=4)	5-191 tchrs. (N=97)	204-620 tchrs. (N=13)	1075-4303 tchrs. (N=4)	5-191 tchrs. (N=97)	204-620 tchrs. (N=13)	1075-4303 tchrs. (N=4)
Superintendent	84[a]	46	0	14	54	50	2	0	50
Other central office personnel in school system	41	69	75	12	15	0	46	15	25
Area superintendent	3	15	0	5	0	25	92	85	75
School principal	66	85	75	19	15	0	15	0	25
Vice-principal and/or school department heads	10	23	75	48	54	0	41	23	25
Other teachers	3	0	0	31	15	75	66	65	25
Department of Education central office personnel	1	0	0	52	38	50	47	62	50
Department of Education regional office personnel	2	0	0	71	62	50	27	38	50
Others	0	0	0	25	38	25	75	62	75

[a] This means that in 84 percent of jurisdictions with 5-191 teachers the superintendent would prefer to "always or "frequently" formally evaluate teachers.

personnel were preferred more in larger systems than in smaller ones, but this was affected by the fact that smaller systems were less likely to have other central office personnel.

At the school level, principals were preferred in a greater percentage of medium-sized systems than in large or small ones. However, the range was from 66 to 85 percent, which did not indicate too much difference in jurisdiction preferences based on size. With a range of 10 to 75 percent, the preference between jurisdictions for extensive involvement by vice-principals and/or department heads was more noteworthy. A greater percentage of large-sized systems (75 percent) wished these personnel to be "Always" or "Frequently" involved in teacher evaluations. Only very small percentages (10 and 23 percent) of the smallest systems wanted other teachers to have this great a role in evaluation.

Department of Education personnel were preferred to be "Always" or "Frequently" involved by only two percent of the smallest jurisdictions.

The top three categories, in order, of personnel preferred to be "Always" or "Frequently" involved in formally evaluating teachers, for each size of jurisdiction are listed below with percentages in brackets:

1. for small jurisdictions -- superintendent (84), principal (66), and other central office personnel in the school system (41);

2. for medium-sized jurisdictions -- principal (85), other central office personnel in the school system (69), and superintendent (46);

3. for large jurisdictions -- equal preference for other central office personnel in the school system, principal, and vice-principal and/or department head (75).

Comparison of Present and Preferred Involvement of Categories of Personnel in Formal Evaluations of Teachers

Overall comparison. In Table 5, a number of differences between present and preferred practices were noted. Although the same percentage of superintendents preferred to remain involved ("Seldom to "Always") as were presently involved in teacher evaluations, 18 percent fewer answered "Always" and 18 percent more answered "Frequently."

The overall trend indicated that superintendents preferred slightly less personal involvement in formal teacher evaluations, but an increase in the involvement of all other categories of personnel. Twelve percent more of the superintendents' responses indicated a preferred involvement by other central office personnel in the school system; 6 percent more indicated preferred involvement by area superintendents; 17 percent more wanted school principals to become involved; 27 percent more wanted vice-principals and/or department heads to become involved; 32 percent more wanted other teachers to become involved; 32 percent more wanted Department of Education central office personnel to become more involved; 17 percent more wanted Department of Education regional office personnel to become involved; and 18 percent more wanted "Others" such as university personnel to become involved. The most significant shift probably was in 69 percent wanting principals to be "Always" or "Frequently" involved as compared with 36 percent who indicated that

such involvement now occurred.

To qualify the information given in the preceding paragraph, some pertinent observations must be made. Although more superintendents preferred to involve many different personnel in evaluating teachers, the extent of the preferred involvement of these personnel varied a great deal. From the section discussing the preferred involvement of different personnel, a greater involvement by other central office personnel and school principals was desired by a much larger percentage of the responses than for any other category of staff. In fact, although some categories of personnel had relatively large changes in their extent of preferred involvement, they still had rather low levels of preferred involvement.

Comparison by type of jurisdiction. Table 10 facilitates an easy comparison between the present and preferred practices in different types of jurisdictions.

There was little difference in all types of jurisdictions in the percentage of the superintendents preferring to be "Always" or "Frequently" involved in formal evaluations and the percentage which was presently involved to that extent. Counties showed the greatest contrast between present and preferred practices. They showed the largest increase in the preferred involvement of other central office personnel in the school system, school principals, and vice-principals and/or department heads, over their presently practiced level of involvement.

Comparison by size of jurisdiction. Present and preferred practices varied in jurisdictions of different sizes. The information in Table 11 illustrates some of these variances.

Table 10

Present and Preferred Practices regarding the Personnel Involved in Formally Evaluating Teachers in Different Types of Jurisdictions

Categories of Personnel Performing Formal Evaluations of Teachers	Percentage of Jurisdictions "Always" or "Frequently" Stating This To Be Their Present or Preferred Practice[a]							
	Present ("Always" or "Frequently")				Preferred ("Always" or "Frequently")			
	Sch. Div. (N=30)	Counties (N=30)	Sep. Dist. (N=29)	Pub. Dist. (N=25)	Sch. Div. (N=30)	Counties (N=30)	Sep. Dist. (N=29)	Pub. Dist. (N=25)
Superintendent	80[b]	83	72	72	77	77	76	76
Other central office personnel in school system	37	50	7	32	43	73	24	40
Area superintendent	7	3	3	0	10	7	0	0
School principal	43	23	24	56	73	70	59	72
Vice-principal and/or school department heads	10	3	7	12	13	13	14	16
Other teachers	0	0	0	0	0	3	3	4
Department of Education central office personnel	0	0	0	0	0	0	3	0
Department of Education regional office personnel	3	0	0	0	3	0	3	0
Others	0	0	0	0	0	0	0	0

[a] Data in this table have been compiled from data in Tables 6 and 8.

[b] This means that in 80 percent of school divisions, superintendents "Always" or "Frequently" formally evaluate teachers.

Table 11

Present and Preferred Practices regarding the Personnel Involved in Formally Evaluating Teachers in Jurisdictions Grouped by Numbers of Teachers

Categories of Personnel Performing Formal Evaluations of Teachers	Percentage of Jurisdictions "Always" or "Frequently" Stating This To Be Their Present or Preferred Practice					
	Present ("Always" or "Frequently")			Preferred ("Always" or "Frequently")		
	5-191 tchrs. (N=97)	204-620 tchrs. (N=13)	1075-4303 tchrs. (N=4)	5-191 tchrs. (N=97)	204-620 tchrs. (N=13)	1075-4303 tchrs. (N=4)
Superintendent	86[a]	38	0	84	46	0
Other central office personnel in school system	25	69	75	41	69	75
Area superintendent	1	15	25	3	15	0
School principal	32	46	100	66	85	75
Vice-principal and/or school department heads	6	8	50	10	23	75
Other teachers	0	0	0	3	0	0
Department of Education central office personnel	0	0	0	1	0	0
Department of Education regional office personnel	1	0	0	2	0	0
Others	0	0	0	0	0	0

[a]Data in this table have been compiled from data in Tables 7 and 9.

[b]This means that in 86 percent of jurisdictions having 5-191 teachers, the superintendent "Always" or "Frequently" formally evaluates teachers.

The preferred involvement of superintendents in "Always" or "Frequently" evaluating teachers is approximately the same (86 and 84 percent) as is presently practiced in the small jurisdictions, while a somewhat greater percentage (46 compared with 38 percent) of the superintendents of the medium-sized systems would prefer to be more extensively involved than is presently the practice. Medium-sized and large-sized systems would prefer that other central office personnel continue with their present involvement, but 16 percent more of the small systems would prefer that these personnel had greater involvement.

At the school level, 34 percent more of the small jurisdictions and 39 percent more of the medium-sized jurisdictions preferred extensive involvement by the school principal, but 25 percent of the largest jurisdictions (representing one superintendent) preferred less than their present involvement. Greater involvement by vice-principals and/or department heads was noted in all sizes of jurisdictions. Only a very small percentage (3 percent) of the smallest systems wanted other teachers to be "Always" or "Frequently" involved in formal teacher evaluations. The present involvement of other teachers was not extensive in any jurisdiction.

The same three categories of personnel who were presently most involved in the different sizes of jurisdictions were also the three most preferred categories of personnel to be involved. Although rank-ordering of these top three preferences changed in the medium and large-sized jurisdictions, the ordering remained unchanged in the small jurisdictions.

Number of Central Office Staff Who Write Formal Evaluations of Teachers

Overall distribution. The frequency distribution in Table 12 gives the overall responses of the superintendents regarding the number of central office evaluators in their systems. Sixty-two percent of all jurisdictions in Alberta had either one or no evaluators in their central office. The one evaluator in these systems was the superintendent. Often he was the only professionally qualified person in the system's central office. Only 4 percent of the jurisdictions had more than three central office staff who prepared formal teacher evaluations.

Distribution by type of jurisdiction. Table 12 indicates variation among the types of jurisdictions. No school divisions or counties had more than three central office staff involved in evaluating teachers. Separate school districts had the largest proportion of systems with only one central office evaluator (83 percent), while counties had the smallest proportion (47 percent). A separate district was the one system in Alberta with 25 central office evaluators. The only other jurisdictions with more than four evaluators were all public school districts.

Distribution by size of jurisdiction. From Table 13 a general trend in the number of central office evaluators is made apparent. The larger jurisdictions had more central office evaluators than the majority of the smaller systems. The only systems with more than three central office evaluators were the four largest

Table 12

Number of Central Office Staff Who Write Formal Evaluations in Different Types of Jurisdictions

Number of Central Office Evaluators	Percentage of Jurisdiction Responses				
	School Divisions (N=30)	Counties (N=30)	Separate Districts (N=29)	Public Districts (N=25)	Overall (N=114)
25	0	0	3	0	1
15	0	0	0	4	1
11	0	0	0	4	1
4	0	0	3	0	1
3	23[a]	3	0	8	9
2	27	50	7	20	26
1	50	47	83	56	59
None	0	0	3	8	3

[a]This means that 23 percent of the school divisions have 3 central office personnel who write formal teacher evaluations.

Table 13

Number of Central Office Staff Who Write Formal Evaluations in Jurisdictions Grouped by Numbers of Teachers

Number of Central Office Evaluators	Percentage of Jurisdiction Responses						
	5-99 tchrs. (N=60)	100-191 tchrs. (N=37)	204-297 tchrs. (N=10)	406-620 tchrs. (N=3)	1075-1623 tchrs. (N=2)	3885-4303 tchrs. (N=2)	Overall (N=114)
25	0	0	0	0	50	0	1
15	0	0	0	0	0	50	1
11	0	0	0	0	0	50	1
4	0	0	0	0	50	0	1
3	0	14	50	0	0	0	9
2	12[a]	43	50	67	0	0	26
1	85	43	0	0	0	0	59
None	3	0	0	33	0	0	3

[a]This means that 12 percent of jurisdictions with 5-99 teachers have 2 central office personnel who write formal teacher evaluations.

systems in the province. One of the medium-sized systems reported no central office evaluators, as did three percent of the smallest systems. No systems which employed fewer than 100 teachers had more than two central office staff who wrote formal teacher evaluations.

Number of Formal Evaluations of Teachers Written during Their First-Year as Teachers

Overall distribution. When asked how many times a teacher was evaluated during his or her first year with the profession, superintendents did not give a very wide range of responses. Table 14 illustrates those responses. Ninety-three percent of all jurisdictions formally evaluated teachers new to the profession 1 to 3 times during their first year. Four percent did not formally evaluate these teachers at all during their first year with the profession.

Distribution by type of jurisdiction. Data in Table 14 also show that no public or separate school districts formally evaluated those teachers who were new to the profession more than three times during their first year. Only separate school districts unanimously indicated that these teachers were evaluated at least once during their first year.

Distribution by size of jurisdiction. Examination of Table 15 reveals that only jurisdictions employing less than 300 teachers formally evaluated teachers who were new to the profession more than twice during their first year. The majority of the systems with more than 1000 teachers evaluated these first-year teachers twice, while the systems with less than 200 teachers most commonly evaluated the first-year teachers only once. None of the

Table 14

Percentage Frequency of Formal Evaluations of Teachers during Their First Year as Teachers in Different Types of Jurisdictions

Number of Evaluations	Percentage of Jurisdiction Responses				
	School Divisions (N=30)	Counties (N=30)	Separate Districts (N=29)	Public Districts (N=25)	Overall (N=114)
4	3[a]	7	0	0	3
3	20	3	10	16	12
2	40	23	45	44	38
1	33	57	45	36	43
0	3	10	0	4	4

[a]This means that 3 percent of school divisions formally evaluate first-year teachers 4 times.

Table 15

Percentage Frequency of Formal Evaluations of Teachers during Their First Year as Teachers in Jurisdictions Grouped by Numbers of Teachers

Number of Evaluations	Percentage of Jurisdiction Responses						
	5-99 tchrs. (N=60)	100-191 tchrs. (N=37)	204-297 tchrs. (N=10)	406-620 tchrs. (N=3)	1075-1623 tchrs. (N=2)	3885-4303 tchrs. (N=2)	Overall (N=114)
4	2[a]	3	10	0	0	0	3
3	15	5	30	0	0	0	12
2	38	32	40	33	50	100	38
1	43	51	20	33	50	0	43
0	2	8	0	33	0	0	4

[a]This means that 2 percent of jurisdictions with 5-99 teachers formally evaluate first-year teachers 4 times.

largest and only a small percentage of the other sizes of jurisdictions did not formally evaluate these teachers at all during their first year in the profession.

Number of Formal Evaluations of Teachers Written during Their First Year with a System

Overall distribution. This grouping of teachers included both those who were new to the profession and those who had moved in from another school system. Table 16 gives the overall distribution of the evaluation practices as they have affected this combined group of teachers. The range of responses was the same as in the last section. The percentage frequency distribution varied only very slightly. In fact, teachers who were new to a system were evaluated the same number of times in most systems as teachers who were new to the profession. During their first year, teachers who were new to the system were evaluated less often in a few systems, but never more often, than teachers who were new to the profession.

Distribution by type of jurisdiction. Table 16 indicates that 3 percent of the school divisions and none of the other types of jurisdictions evaluated teachers four times during their first year with a system. Considerably larger percentages of school divisions (49 percent) and public school systems (48 percent) evaluated these teachers more than once during their first year than did counties (27 percent) and separate school districts (20 percent).

Distribution by size of jurisdiction. Examination of Table 17 reveals very little new information. Only jurisdictions employing

Table 16

Percentage Frequency of Formal Evaluations of Teachers during Their First Year with a System in Different Types of Jurisdictions

Number of Evaluations	Percentage of Jurisdiction Responses				
	School Divisions (N=30)	Counties (N=30)	Separate Districts (N=29)	Public Districts (N=25)	Overall (N=114)
4	3[a]	0	0	0	1
3	3	10	3	4	5
2	43	17	17	44	30
1	43	67	76	48	59
0	7	7	3	4	5

[a]This means that 3 percent of school divisions evaluate teachers 4 times during their first year with the system.

Table 17

Percentage Frequency of Formal Evaluations of Teachers during Their First Year with a System in Jurisdictions Grouped by Numbers of Teachers

Number of Evaluations	Percentage of Jurisdiction Responses						
	5-99 tchrs. (N=60)	100-191 tchrs. (N=37)	204-297 tchrs. (N=10)	406-620 tchrs. (N=3)	1075-1623 tchrs. (N=2)	3885-4303 tchrs. (N=2)	Overall (N=114)
4	2[a]	0	0	0	0	0	1
3	2	8	20	0	0	0	5
2	32	22	50	0	50	50	30
1	62	62	30	67	50	50	59
0	3	8	0	33	0	0	5

[a]This means that 2 percent of jurisdictions with 5-99 teachers evaluate teachers 4 times during their first year with the system.

less than 300 teachers formally evaluated teachers who were new to the system more than two times during their first year. The majority of the rest of the responses indicated that most teachers in all sizes of jurisdictions were evaluated once or twice during their first year with a system.

Policies regarding Frequency of Formal Evaluations of Tenured Teachers

Overall distribution. In Table 18, the overall percentage frequency distribution of jurisdiction policies regarding the formal evaluation of tenured teachers is indicated. The responses were manually coded from an open-ended question. Thirty-six percent of all jurisdictions had no definite policy. Forty-seven percent of the responses stated a definite time-determined policy ranging from evaluating tenured teachers once per year to once every four or more years. Five percent of the jurisdictions never evaluated teachers with tenure.

Distribution by type of jurisdiction. Further information in Table 18 indicates that the school divisions constituted the only group which evaluated some or all of their teachers with tenure. Thirteen percent of the counties never evaluated tenured teachers. Among those systems with no definite policy, the range was from 20 percent of the counties to 59 percent of the separate school districts. School divisions had the largest percentage of responses (59 percent) noting a definite time-determined policy regarding the evaluation of teachers with tenure.

Table 18

Policies regarding Frequency of Formal Evaluations of Tenured Teachers in Different Tvpes of Jurisdictions

Policies concerning the Frequency of Evaluations of Tenured Teachers	Percentage of Jurisdiction Responses				
	School Divisions (N=30)	Counties (N=30)	Separate Districts (N=29)	Public Districts (N=25)	Overall (N=114)
Once or more per year	13[a]	3	3	8	7
Once every 2 years	0	13	21	8	11
Once every 3 years	33	10	3	20	17
Once every 4 or more years	13	20	3	12	12
Not unless problems arise	7	17	3	12	10
No definite policy	33	20	59	32	36
Never	0	13	3	4	5
No response	0	3	3	4	3

[a]This means that 13 percent of school divisions formally evaluate their tenured teachers once or more often per year.

Distribution by size of jurisdiction. Table 19 provides the percentage frequency distributions for the responses from jurisdictions in six different size categories. Only jurisdictions with fewer than 300 teachers responded by stating that tenured teachers were evaluated with a frequency of once every three years or more often. Further, only jurisdictions with 620 teachers or fewer responded by stating that tenured teachers were evaluated on the basis of any sort of time-determined policy. The jurisdictions with no definite policy were not limited to any particular size. The distribution of jurisdictions which stated that tenured teachers were never evaluated was related to size; only systems with fewer than 300 teachers reported that this was their policy.

Informal Evaluation

Superintendents were asked if personnel in their systems visited teachers' classrooms without writing a formal report. Seventy-five percent said "Yes"; 24 percent said "No"; and 2 percent did not respond. When asked about who performed these evaluations, under what circumstances, and for what purpose, the range of responses was very diverse. In the absence of any consistencies, these data did not add useful information to that gathered from other questions.

The resulting indications were that informal evaluations, or those without formal written reports, were performed in most jurisdictions for many different reasons, under many different circumstances, and by many different people.

Table 19

Policies regarding Frequency of Formal Evaluations of Tenured Teachers in Jurisdictions Grouped by Numbers of Teachers

Policies concerning the Frequency of Evaluations of Tenured Teachers	Percentage of Jurisdiction Responses						
	5-99 tchrs. (N=60)	100-191 tchrs. (N=37)	204-297 tchrs. (N=10)	406-620 tchrs. (N=3)	1075-1623 tchrs. (N=2)	3885-4303 tchrs. (N=2)	Overall (N=114)
Once or more per year	8[a]	5	10	0	0	0	7
Once every 2 years	13	8	10	0	0	0	11
Once every 3 years	13	27	10	0	0	0	17
Once every 4 or more years	10	11	30	33	0	0	12
Not unless problems arise	3	16	10	33	0	50	10
No definite policy	47	22	20	0	100	50	36
Never	5	5	10	0	0	0	5
No response	0	5	0	33	0	0	3

[a]This means that 8 percent of jurisdictions with 5-99 teachers evaluate tenured teachers once or more often per year.

Possession and Usage of Standard Evaluation Forms

Overall distribution. As shown in Table 20, 29 percent of all jurisdictions had a standard evaluation form. Of these, in only 61 percent did all evaluators use this form. On an overall basis this meant that only 18 percent of all systems had a standard form used by all evaluators in the jurisdiction.

Distribution by type of jurisdiction. The percentage of types of jurisdictions using a standard evaluation form ranged from 14 percent for separate districts to 47 percent for school divisions. In all types of jurisdictions there were systems which possessed a form which was not used by all evaluators.

Distribution by size of jurisdiction. Table 21 indicates that a high percentage of the larger systems possessed a standard evaluation form. The four largest systems in Alberta all had a standard form. Only 18 percent of the smallest jurisdictions in the province had a standard form. In only two size categories, those systems employing 406 to 1623 teachers, did all of those systems possessing a standard form expect all evaluators to use it.

Further information. The characteristics of the standard evaluation forms used by jurisdictions varied greatly. They ranged from being specifically categorized as checklists or rating scales to being totally open-ended. No particular type of form seemed to be preferred by a majority of superintendents.

When asked under what circumstances supplementary information concerning a teacher's performance was attached to the standard form, the responses generally stated that any additional information reflected what the evaluator considered to be relevant to the particular situation.

Table 20

Possession and Usage of Standard Evaluation Forms in Different Types of Jurisdictions

Category	Percentage of Jurisdiction Responses				
	School Divisions (N=30)	Counties (N=30)	Separate Districts (N=29)	Public Districts (N=25)	Overall (N=114)
Systems acknowledging a standard evaluation form	47[a]	23	14	32	29
Systems in which all evaluators use this standard form	27[b]	20	10	12	18

[a]This means that 47 percent of school divisions have a standard evaluation form.

[b]This means that 27 percent of school divisions require that all evaluators use the standard form.

Table 21

Possession and Usage of Standard Evaluation Forms in Jurisdictions Grouped by Numbers of Teachers

Category	Percentage of Jurisdiction Responses						
	5-99 tchrs. (N=60)	100-191 tchrs. (N=37)	204-297 tchrs. (N=10)	406-620 tchrs. (N=3)	1075-1623 tchrs. (N=2)	3885-4303 tchrs. (N=2)	Overall (N=114)
Systems acknowledging a standard evaluation form	18[a]	32	50	33	100	100	29
Systems in which all evaluators use this standard form	12[b]	16	30	33	100	50	18

[a] This means that 18 percent of jurisdictions with 5-99 teachers have a standard evaluation form.

[b] This means that 12 percent of jurisdictions with 5-99 teachers require that all evaluators use the standard form.

Uses Made of Formal Evaluations of Teachers

Overall distribution. Table 22 data show that at least 94 percent of all jurisdictions used formal evaluations to determine whether permanent certification would be recommended and whether a permanent contract would be awarded with the system. These were the most common uses of formal teacher evaluations.

Eighty-three percent of the jurisdictions used formal evaluations as a basis for dismissing a teacher, and 61 percent of the jurisdictions used them as a basis for promoting a teacher.

Sometimes a formal evaluation was written when a teacher was leaving a system or transferring within it for one reason or another. Between 31 and 41 percent of the responses maintained that formal evaluations were performed to go on the teachers' records before they resigned, went on leave, or were transferred.

Eighteen percent of the systems specified that formal evaluations were used to assist teachers in improving their performance. This was the only clearly formative usage made of formal evaluations. The data indicated that many more systems used them summatively than formatively. That is, formal evaluations were used more often for making decisions which directly affected a teacher's career opportunities than as a tool to be used for improving their teaching performance.

Distribution by type of jurisdiction. Further examination of Table 22 indicates that 100 percent of the responding public school districts used formal evaluations both for recommending permanent certification and for awarding a permanent contract with the system.

Table 22

Uses Made of Formal Evaluations of Teachers in Different Types of Jurisdictions

Uses	Percentages of Jurisdiction Responses				
	School Divisions (N=30)	Counties (N=30)	Separate Districts (N=29)	Public Districts (N=25)	Overall (N=114)
Recommending permanent certification	93[a]	97	93	100	96
Awarding permanent contract with system	90	93	93	100	94
Providing basis for dismissal	77	87	93	72	83
Providing basis for promotion	63	60	76	44	61
Recording performance of a resigning teacher	37	43	41	44	41
Providing basis for transfer	37	53	35	36	40
Recording performance of a teacher who is going on leave	37	30	35	20	31
Assisting a teacher to improve performance	13	7	24	28	18
Providing teacher reference	3	13	3	8	7
Other	20	20	14	20	18

[a]This means that 93 percent of school divisions use the formal evaluation as a basis for recommending permanent certification.

This was also true for at least 90 percent of all types of jurisdictions.

In every type of jurisdiction, formal evaluations were used by a larger percentage of systems as a basis for dismissal than as a basis for promotion.

The range of the responses in each type of jurisdiction did not vary substantially from the overall data with regard to the usage of formal evaluations for recording the performance of teachers leaving the system or transferring within it.

Formal evaluations were not commonly used in any type of jurisdiction to assist teachers in improving their performance. The range was from only 7 percent of the counties to 28 percent of the public school districts.

Distribution by size of jurisdiction. With only a couple of minor discrepancies, Table 23 illustrates that larger systems more often used formal evaluations than did smaller systems for almost all purposes except assisting teachers to improve performance or for providing a teacher reference. None of the 10 systems employing 204-297 teachers or the two employing 1075-4303 teachers reported that formal evaluations were used to assist teachers to improve their performance. Evaluations were not used to provide teacher references in many systems of any size.

Post-Evaluation Appeals

Ninety-six percent of all responding jurisdictions stated that the evaluated teachers were always provided with a copy of their

Table 23

Uses Made of Formal Evaluations of Teachers in Jurisdictions Grouped by Numbers of Teachers

Uses	Percentage of Jurisdiction Responses						
	5-99 tchrs. (N=60)	100-191 tchrs. (N=37)	204-297 tchrs. (N=10)	406-620 tchrs. (N=3)	1075-1623 tchrs. (N=2)	3885-4303 tchrs. (N=2)	Overall (N=114)
Recommending permanent certification	95[a]	95	100	100	100	100	96
Awarding permanent contract with system	95	89	100	100	100	100	94
Providing basis for dismissal	77	89	80	100	100	100	83
Providing basis for promotion	65	51	60	67	100	100	61
Recording performance of a resigning teacher	40	46	30	0	50	100	41
Providing basis for transfer	32	46	40	67	100	100	40
Recording performance of a teacher who is going on leave	30	30	20	67	50	50	31
Assisting a teacher to improve performance	22	14	0	67	0	0	18
Providing teacher reference	7	3	10	33	50	0	7
Other	13	27	30	0	0	0	18

[a]This means that 95 percent of jurisdictions with 5-99 teachers use the formal evaluation as a basis for recommending permanent certification.

evaluation. Only 21 percent of the responding jurisdictions required the evaluated teacher to sign the completed evaluation form.

On an open-ended question, superintendents were requested to explain what a teacher could do if he or she disagreed with his or her evaluation. A number of possibilities were noted. A rank ordering of the most common courses of action open to a teacher included the following:

1. discuss the matter with, or appeal to, the superintendent -- 34 responses;
2. be re-evaluated -- 23 responses including:
   a. by unnamed personnel - 11 responses;
   b. by regional office personnel - 9 responses;
   c. by someone else within the system - 2 responses;
   d. by superintendent - 1 response;
3. discuss the matter with the evaluator -- 22 responses;
4. complain and/or submit a written reaction to the evaluation to the central office -- 16 responses;
5. contest or appeal the evaluation to the school board or committee, and/or the Minister of Education -- 12 responses;
6. not much or nothing -- 8 responses;
7. add their comments to the written report -- 8 responses;
8. no formal policy -- 8 responses;
9. no reports are changed -- 3 responses;
10. appeal to the A.T.A. -- 1 response.

The range of the responses was quite diverse and thus they were very difficult to group. The preceding categories were worded in such a manner as to encompass as many responses as possible.

Important Evaluation Considerations

Superintendents were asked to list six factors they considered to be most important when evaluating teachers. A rank ordering of the 12 most commonly mentioned factors produced this list:

1. organization and preparation of lessons and objectives -- 76 responses;
2. classroom control (management and discipline) -- 61 responses;
3. rapport with students (good communication) -- 56 responses;
4. presentation and/or classroom performance -- 50 responses;
5. knowledge of subject matter -- 34 responses;
6. attitude and personal qualities -- 34 responses;
7. classroom climate -- 30 responses;
8. rapport with colleagues -- 28 responses;
9. maintenance of records -- 16 responses;
10. professional development and/or self-improvement -- 15 responses;
11. ability to recognize student differences -- 15 responses;
12. empathy with students -- 9 responses.

These 12 factors were categorized according to Mitzel's three criteria (1960): presage, process, and product. Interpretation of them resulted in the following groupings:

- presage factors -- (5), (6), (8), (10), (11), (12);
- process factors -- (1), (2), (3), (4), (7);
- product factor -- (9).

All 114 of the respondents expected the person who was writing the formal evaluation to observe the teacher in the classroom.

OPINIONS

Contemplated Changes in Formal Evaluation Practices

Thirty-five percent of the superintendents responded that they were contemplating making changes in their formal evaluation practices. Fifty-seven percent indicated that they were not contemplating changes, and 9 percent did not respond to the question.

Those who were contemplating making changes were asked to specify what changes were being considered. There was little consistency among the types of changes being considered. Most responses were shared by less than five superintendents. The four most frequent responses were as follows:

1. induce principals to become more involved -- 12 responses;
2. develop a more uniform standard evaluation procedure -- 6 responses;
3. develop a standard evaluation form -- 5 responses;
4. superintendent to be more involved -- 5 responses.

Superintendents' Opinions Concerning Who Should Prepare Formal Evaluations of Teachers for Permanent Certification

Overall. Examination of Table 24 reveals the superintendents' preferences regarding who the teacher evaluators should be. The personnel with the authority to recommend permanent certification on the basis of formal evaluations were by far preferred to be employees of the local jurisdiction. Eighty-four percent of the superintendents preferred school system central office personnel; 50 percent preferred school principals; and 14 percent preferred Department of Education personnel

Table 24

Opinions of Superintendents regarding Who Should Be Responsible for Preparing the Formal Evaluations Used for Recommending Permanent Certification in Different Types of Jurisdictions

Personnel Who Should Be Responsible	Percentage of Jurisdiction Responses				
	School Divisions (N=30)	Counties (N=30)	Separate Districts (N=29)	Public Districts (N=25)	Overall (N=114)
School system central office personnel	97[a]	83	76	80	84
School principal	60	40	41	60	50
Department of Education personnel	10	20	3	24	14
Alberta Teachers' Association personnel	13	7	0	4	6
University personnel	7	3	0	0	3
Other	3	3	0	8	4

[a]This means 97 percent of school division superintendents would prefer that some or all of the responsibility for preparing formal evaluations used for recommending permanent certification of teachers lie with the school system's central office personnel.

to be responsible. All other selections made by the respondents were shared by 6 percent or fewer of the superintendents.

Distribution by type of jurisdiction. Further examination of Table 24 indicates the same general preferences were shown by all types of jurisdictions, with only a few exceptions. School division, county, and public district superintendents had a preference for involving a wide variety of personnel in formal evaluations. On the other extreme, no separate school district superintendents preferred that A.T.A. personnel, university personnel, or any other personnel not mentioned in the questionnaire have the responsibility of recommending permanent certification. The separate school district respondents seemed to prefer to select only one category of personnel considerably more frequently than did superintendents employed in other types of jurisdictions.

Distribution by size of jurisdiction. When discriminating among jurisdictions on the basis of size, as is illustrated in Table 25, a major difference existed between systems employing 297 or fewer teachers and those employing 406 or more teachers. None of the superintendents of the seven largest systems preferred that any external personnel hold responsibility for preparing formal evaluations used for recommending permanent certification of teachers. Generally, as system size decreased a wider variety of personnel was preferred by many respondents.

SUMMARY

Of the 114 responding superintendents, most had been employed as superintendents for six or fewer years. A major legal responsibility

Table 25

Opinions of Superintendents regarding Who Should Be Responsible for Preparing the Formal Evaluations Used for Recommending Permanent Certification in Jurisdictions Grouped by Numbers of Teachers

	Percentage of Jurisdiction Responses						
Personnel Who Should Be Responsible	5-99 tchrs. (N=60)	100-191 tchrs. (N=37)	204-297 tchrs. (N=10)	406-620 tchrs. (N=3)	1075-1623 tchrs. (N=2)	3885-4303 tchrs. (N=2)	Overall (N=114)
School system central office personnel	83[a]	87	80	67	100	100	84
School principal	43	51	70	67	50	100	50
Department of Education personnel	12	19	20	0	0	0	14
Alberta Teachers' Association personnel	7	8	10	0	0	0	6
University personnel	2	5	0	0	0	0	3
Other	5	3	0	0	0	0	4

[a]This means that 83 percent of superintendents with 5-99 teachers would prefer that some or all of the responsibility for preparing formal evaluations used for recommending permanent certification of teachers lie with the school system's central office personnel.

of all these superintendents has been to evaluate the teachers in their jurisdictions.

The teachers evaluated most often were those new to the profession or new to a particular school system. In school divisions and in smaller-sized jurisdictions, however, all classifications or categories of teachers were evaluated more frequently than in other types and sizes of jurisdictions. Many systems did not have a formal policy regarding the frequency of evaluations of tenured teachers.

Superintendents were the personnel most extensively involved in preparing formal teacher evaluations in most jurisdictions. The extent of their involvement varied according to the type and size of their jurisdiction. The school division and county superintendents, and the superintendents of smaller-sized systems, were most extensively involved in formally evaluating teachers. Where their involvement was less extensive, the involvement of other personnel, particularly school principals and other central office personnel, increased. Superintendents preferred to achieve at least a level of "Occasional" or "Seldom" involvement and in many cases a level of "Always" or "Frequent" involvement. Superintendents also preferred, with only a few exceptions, that the involvement of all other categories of personnel would increase. The largest preferred increases in involvement were for school principals, other central office personnel, vice-principals and/or school department heads, in that order.

Only a small percentage of Alberta school systems possessed a standard evaluation form which was used by all evaluators, but the uses made of formal evaluations and the criteria considered most important

were quite consistent among the large majority of all school systems. This included both those systems with a standard form and those without one. The most frequent usages of formal evaluations were as a basis for recommending permanent certification and as a basis for awarding permanent contracts. Aside from these uses, formal evaluations were very often used as a basis for teacher dismissal, even more often than as a basis for promotion. The other uses made of formal evaluations primarily pertained to teachers who were voluntarily leaving a position, school, or system. The criteria or factors most often felt to be important when evaluating teachers were those related to the organization and preparation of a teacher's lessons and objectives, classroom control, rapport with students, and the teacher's classroom performance or presentation of material.

Appeal procedures for teachers who disagreed with their evaluations were widely varied and were sometimes not even considered important by certain superintendents. Only a few systems did not supply the evaluated teachers with a copy of their evaluation reports, but the majority of all systems did not require that the teacher sign his or her completed evaluation report. If a teacher disagreed with his or her evaluation then many superintendents indicated that either the teacher could discuss the matter with them personally, request a re-evaluation, or discuss the matter with their evaluator. Very few formal avenues of appeal were found to be in existence.

Only a minority of the superintendents were contemplating making any changes in their formal evaluation practices. Those

contemplating changes seemed most often to be in favor of increasing the involvement of principals, developing standard evaluation procedures or forms for their systems, and/or becoming more involved personally in formal evaluations of teachers.

CHAPTER 5

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents a summary of the methodology and findings of the study, some implications and recommendations drawn from the research, and suggestions for future research.

SUMMARY

Restatement of the Problem

This study was designed to examine the perceptions of school system superintendents regarding the actual and preferred policies and practices involved in the formal evaluation of teachers in Alberta.

To achieve the aims of this study, information was obtained relevant to the following questions. What teachers are evaluated? How often are they evaluated? Who performs the formal evaluations? Who is preferred to perform the formal evaluations? What are some of the formal evaluation procedures? What uses are made of formal teacher evaluations? What factors or criteria are considered most important by evaluators when they evaluate teachers? What changes affecting the existing evaluation practices are being contemplated by superintendents?

Research Methodology

The instrument used in this study was a seven-page questionnaire which was sent to all practicing superintendents in Alberta. Out of 115 possible returns, 114 were received. The respondents were requested to complete the questionnaire with reference to their own jurisdiction(s).

Because almost the entire population of Alberta school superintendents responded to the questionnaire, all of the statistical techniques used were descriptive rather than inferential. The statistical procedures utilized in the analysis of the data included frequency counts and percentage frequency distributions. Differences among the policies and practices of jurisdictions of different types and sizes were examined.

Review of the Major Findings

System data. For the 30 school divisions, 30 counties, 25 public districts, and 29 separate districts represented in the data, the mean number of teachers employed by a system was 198 and the range was 5 to 4303.

Relatively few jurisdictional differences concerning the proportion of schools teaching different grade levels existed. Slightly less grade level specialization of schools was found in counties and school divisions than in other types of jurisdictions.

The large majority of school system superintendents had 10 or fewer years of experience in their present position. A large percentage of them had six or fewer years of experience as a superintendent with any school system.

Procedures followed in formal evaluations. Teachers who were new to the profession and teachers who were new to a system were evaluated by most school jurisdictions. Other categories of teachers were sometimes evaluated by different systems, but in four percent of the systems no teachers were evaluated.

Policies affecting the frequency of evaluations of teachers

without tenure were almost universal in Alberta, with the mode being once during their first year. In contrast, 58 percent of the school systems did not evaluate tenured teachers on any time-determined basis. Tenured and non-tenured teachers were evaluated more frequently in school divisions and counties and in smaller systems.

Superintendents were extensively involved in formal evaluations in smaller systems. As the system size increased and the superintendent's involvement became less, the involvement of other personnel, particularly principals and central office staff, increased. The larger systems tended to have more central office evaluators than did smaller systems.

The preferred involvement of principals in formal teacher evaluations was greater than actually occurs for most jurisdictions of all types and sizes. Other teachers and personnel from outside of the system were rarely preferred by any respondent to have anything more than occasional involvement. Overall, most superintendents preferred to be at least frequently involved in formally evaluating teachers themselves, but less than half of them preferred to be always involved.

Forty-seven percent of the school divisions possessed a standard evaluation form, but only 27 percent required that all evaluators use the form. Less than 33 percent of all other types of jurisdictions possessed a standard form and less than 21 percent of them required that all evaluators use it. Possession of a standard evaluation form did not necessarily mean that all evaluators used the form in jurisdictions of different types and sizes.

In 75 percent of Alberta school systems, some personnel visited

classrooms with the intention of evaluating teacher performance but without writing formal reports.

In 96 percent of the school systems an evaluated teacher was supplied with a copy of the formal evaluation, but in only 21 percent of the systems was the teacher required to sign the completed evaluation form. If a teacher disagreed with his or her evaluation the range of appeal practices was great -- most commonly the teacher could discuss the matter with the superintendent and often be re-evaluated, but there were a number of respondents who stated that nothing would be done about a teacher's appeal concerning his or her evaluation.

Formal evaluations were used most commonly for recommending permanent certification (96 percent), and awarding permanent contracts (94 percent). Many systems acknowledged using them as a basis for promotion (61 percent), but not as frequently as they were used as a basis for dismissals (82 percent). A variety of other uses was noted by various systems.

The top four factors or criteria considered by superintendents to be important when evaluating teachers were of a process nature. Both process and presage criteria were used very frequently by system superintendents. Only one factor of the 12 most frequently mentioned pertained to Mitzel's product criteria classification.

Opinions. The majority of superintendents (57 percent) were not contemplating any changes in formal evaluation practices. Of those who were, they most often wanted to induce greater principal involvement in evaluations. The development of standard evaluation procedures and forms were also being considered.

Most of the respondents (82 percent) preferred that the responsibility for recommending permanent certification should rest with the school system central office personnel. It was frequently also suggested that school principals have this responsibility (50 percent). In only a small percentage of the smaller systems were any other types of personnel suggested.

IMPLICATIONS AND RECOMMENDATIONS

On the basis of the research literature written on the subject of teacher evaluations and the analysis of data gathered in this study, certain recommendations may be worthy of consideration. These recommendations are not exhaustive but might serve to promote much needed attention concerning certain aspects of teacher evaluation policies and practices.

Arising from the results of this study, certain possible changes can be identified. The recommendations made here are limited to five general concerns. These recommendations are as follows:

1. Teacher evaluation policies and practices need to be more clearly structured and defined in many school systems. Policies which control or otherwise directly affect evaluation practices were conspicuously absent in a number of jurisdictions. Consistency of the practices might best be facilitated through the establishment of definite policies concerned with the various aspects of teacher evaluation. Some aspects which need to be considered when establishing such policies are listed below:

(a) which categories of teachers are to be formally evaluated (e.g., all teachers, probationary teachers)?

(b) what is the frequency of evaluation of teachers of different experience categories?

(c) what personnel are to be involved in preparing formal evaluations?

(d) what are the purposes of the evaluations (e.g., promotion, dismissal, job reference), because of the effect this might have on the procedures to be followed?

(e) what are the advantages of possessing a standard evaluation form which must be used by all evaluators?

(f) what factors or criteria are most important to a good teacher?

(g) what appeal procedures should be established for teachers who are dissatisfied with their evaluation?

2. All teachers should be aware of the behavior expected of them and they should be informed of the criteria and procedures which will be used in evaluating their performance. Who sets these expectations and upon what basis they are to be set is not of interest here. What is of interest, and is consistent with the proposals of many researchers, is that the teachers to be evaluated are aware of how they will be evaluated. Once expectations are established and teachers are informed, then the onus is upon them to meet these expectations.

3. If certain personnel, such as principals, are to become more involved in evaluating teachers, they may require special train-

ing. Pre-service and in-service training programs concerned with developing skills in evaluation of teachers may be beneficial.

4. The value of formative evaluations should be recognized. Summative evaluations were the focus of this study, but formative evaluations should not be implied to be any less important. Formative and summative evaluations might best be regarded as complementary processes.

5. The possibility of developing some consistencies throughout Alberta in the teacher evaluation policies and practices should be considered. The practices among jurisdictions are presently quite diverse. Perhaps there might be some advantage to establishing some basic teacher evaluation practices which are common to all of the school systems in Alberta.

FURTHER RESEARCH STUDIES

The descriptive data in this study provide information on the present state of the policies and practices affecting teacher evaluations in Alberta. A significant limitation of the study, however, is that it describes the situation only according to the perceptions of the school system superintendents. Future studies might examine teacher evaluation policies and practices from the perspective of other personnel involved in the evaluation process, such as school principals, teachers, and other central office personnel.

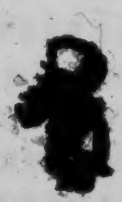
A number of possible future directions for research may arise from the results and recommendations of this study. Comparisons between the presently described situation and future situations, which have been affected by various instituted procedural modifications, may

serve a useful purpose in determining the effects of those changes.

This study may serve as a base from which detailed studies focussing on specific aspects of formal teacher evaluation practices emerge. The more specific descriptive information from these studies might initiate the development of viable proposals for change and improvement.

This study focussed only on summative evaluation policies and practices. In the future perhaps similar research on formative evaluation policies and practices could be of merit.

Evaluation of teachers is necessary for the maintenance of an effective educational program. Teachers occupy a key position in the field of education and therefore they must maintain high standards of performance. This can only be determined through evaluation. On the other hand, because teachers are evaluated, their future occupational opportunities are very directly affected by the assessments they receive. From both perspectives, teacher evaluation is a concern of primary importance to everyone affected by the educational process.



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APPENDIX A

THE LETTERS TO THE SUPERINTENDENTS

THE UNIVERSITY OF ALBERTA

Department of Educational Administration
EDMONTON, ALBERTA, CANADA T6G 2G5 TELEPHONE 432-5241

November 25, 1976

I am conducting a survey this year of the procedures used by all school systems in Alberta in formal evaluation of teachers. This survey has been approved by the Conference of Alberta School Superintendents and by Alberta Education. Mr. A. Myrhe has informed me that CASS will be recommending to its members that they cooperate in the survey.

At present we do not have province-wide data concerning such formal evaluation procedures. The results of the survey will be of interest and value to staff of this department, as well as to superintendents and Alberta Education.

Your assistance is requested in completion of the enclosed questionnaire. Responses to questions involving opinions will be grouped to avoid individual identification.

One of our M.Ed. students, Mr. M. Reikie, will use some of the data for his thesis. He will assist me in compiling and analyzing the data for the report, a copy of which will be sent to each responding superintendent.

Yours sincerely,

E.A. Holdaway, Ph.D.
Professor

THE UNIVERSITY OF ALBERTA

Department of Educational Administration
EDMONTON, ALBERTA, CANADA T6G 2G5 TELEPHONE 432-5241

November 25, 1976

For purposes of this study, questionnaires have been sent to the superintendents of all school systems in the province. I realize that you are the superintendent for more than one system and therefore will receive more than one questionnaire. The answering of each of these separately for each system is requested because of the possibility of variation in formal evaluation practices among systems. I apologize for this additional work in your case.

Thank you for your cooperation.

Yours sincerely,

E.A. Holdaway, Ph.D.
Professor

THE UNIVERSITY OF ALBERTA

Department of Educational Administration

EDMONTON, ALBERTA, CANADA T6G 2G5 TELEPHONE 432-5241

December 13, 1976

In November 1976 I forwarded to you a questionnaire entitled "Policies and Practices Used in Preparing Formal Evaluations of Teachers." This questionnaire is being used in a province-wide survey which has been approved by CASS and Alberta Education.

Your early completion of the questionnaire would be greatly appreciated.

Yours sincerely,

E. A. Holdaway

E. A. Holdaway
Professor

EAH/hlp

THE UNIVERSITY OF ALBERTA

Department of Educational Administration
EDMONTON, ALBERTA, CANADA T6G 2G5 TELEPHONE 432-5241

December 13th, 1976

Thank you very much for promptly returning your completed questionnaire entitled, "Policies and Practices Used in Preparing Formal Evaluation of Teachers."

A copy of the report will be forwarded to you upon completion of the study, hopefully by May 1977.

Yours sincerely,

E.A. Holdaway
Professor

EAH/jam

APPENDIX B

THE INSTRUMENT

Questionnaire

POLICIES AND PRACTICES USED IN PREPARING FORMAL EVALUATIONS OF TEACHERS

Study Director: Dr. E.A. Holdaway, Department of Educational Administration, University of Alberta, Edmonton, Alberta* T6G 2G5 *

SYSTEM DATA

1. (a) Name of Superintendent _____

   (b) School District _____

   or

   School Division _____

   or

   County _____

2. Number of teachers employed in your system in full-time equivalents:

   _____

3. Numbers of schools in your system:

   Elementary _____ Elementary-Junior High _____

   Junior High _____ Elementary-Senior High _____

   Senior High _____ Junior High-Senior High _____

4. For how many years have you been a school superintendent?
   (Count this year as a full year.)

   (a) With this school system _____

   (b) Total for all systems _____

* University telephone 432-3690

PROCEDURES FOLLOWED IN FORMAL EVALUATIONS

"A FORMAL EVALUATION" MEANS THAT A WRITTEN REPORT, LEADING TO A RECOMMENDATION OR A RATING, IS SUBMITTED TO THE CENTRAL OFFICE OF THE SCHOOL SYSTEM.

1. Which categories of teachers are formally evaluated each year?

All teachers	_____	Teachers new to system	_____
Most teachers	_____	No teachers	_____
First-year teachers	_____	Others (Specify)	_____

2. Indicate (1) the extent to which each category of personnel listed below are involved in formally evaluating teachers and (2) the extent to which you would prefer each category to be involved. (Circle your response)

Category of staff performing formal evaluation of teachers	Present Practice					Preferred Practice				
	Always	Frequently	Occasionally	Seldom	Never	Always	Frequently	Occasionally	Seldom	Never
1. Superintendent	5	4	3	2	1	5	4	3	2	1
2. Other central office personnel in your school system	5	4	3	2	1	5	4	3	2	1
3. Area superintendent	5	4	3	2	1	5	4	3	2	1
4. School principal	5	4	3	2	1	5	4	3	2	1
5. Vice-principal and/or school department heads	5	4	3	2	1	5	4	3	2	1
6. Other teachers	5	4	3	2	1	5	4	3	2	1
7. Department of Education central office personnel	5	4	3	2	1	5	4	3	2	1
8. Department of Education regional office personnel	5	4	3	2	1	5	4	3	2	1
9. Others (e.g. University staff, personnel from another school system, etc.) Specify: _____ _____	5	4	3	2	1	5	4	3	2	1

3. (a) How many of your central office staff actually write <u>formal evaluations</u> of teachers each year? _____

(b) Please identify these people by their titles. (Use pooled categories, e.g. 6 supervisors, if appropriate.)

_____

_____

_____

_____

_____

_____

_____

_____

4. How many times, <u>on average</u>, are formal evaluations of teachers written during their first year with your system when they are:

(a) new to the profession _____

(b) new to your system? _____

5. How often, <u>on average</u>, do you formally evaluate teachers who have tenure in your system? _____

6. (a) Do personnel in your school system visit teachers' classrooms with the intention of evaluating their performance, but <u>without writing a formal report</u>?

Yes _____ No _____

(b) If you answered "Yes" to (a):

(i) Who performs these evaluations? (Specify by position)

_____

_____

_____

(ii) How often and under what circumstances are these evaluations performed? _____

_____

_____

(iii) What purposes are served by such non-formal evaluations?

_____

_____

7. (a) Does you school system use a standard evaluation form?

Yes _____ (If Yes, please provide a copy.)

No _____

(b) If you answered "Yes" to (a):

(i) Is the standard evaluation form used by all evaluators?

Yes _____ No _____

(ii) Under what circumstances is supplementary information concerning the teacher's performance attached to the standard evaluation form? _____

_____

_____

(iii) Who prepared the standard evaluation form used by your system?

_____

_____

_____

_____

8. What uses are made of the formal evaluation of teachers?

Recommending permanent certification _____

Awarding permanent contract with the system _____

Basis for transfer _____

Basis for promotion _____

Basis for dismissal _____

Obtaining a record of the performance of a teacher who is resigning _____

Obtaining a record of the performance of a teacher who is going on leave _____

Other (specify) _____

_____

_____

9. Is the evaluated teacher always supplied with a copy of the formal evaluation?

Yes _____ No _____

10. Is the teacher required to sign the completed evaluation form?

Yes _____ No _____

11. What can a teacher do if he/she disagrees with the evaluation of his/her performance?

_____

_____

_____

_____

12. What factors related to teachers does your system consider most important when formal evaluations take place? (Please list in approximate order of importance.)

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

13. Does your system expect that the person who is writing the formal evaluation will observe the teacher in the classroom?

Yes _____ No _____

OPINIONS

1. Are you contemplating making changes in your formal evaluation practices?

   Yes _____ No _____

   If "Yes," please specify what changes and describe why they are being considered.

   _____

   _____

   _____

   _____

2. Which of the following personnel should be responsible for preparing formal evaluations of teachers to be used for making recommendations concerning permanent certification? (One or more may be checked.)

   1. Department of Education Personnel _____
   2. University Personnel _____
   3. Alberta Teachers' Association Personnel _____
   4. School System Central Office Personnel _____
   5. Principal of the School _____
   6. Other (specify) _____

      _____ _____

3. Are there any comments which you would like to express regarding teacher evaluations which were not requested by the preceding questions?

   _____

   _____

   _____

   _____

   _____

   _____